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ABSTRACT

Revised every 10 years, this manual includes specific instruments for evaluating schools to appraise their quality and to encourage staffs to seek better materials and procedures. Evaluation is based on the principle that a school should be evaluated in terms of what it is striving to accomplish and according to the extent to which it is meeting the needs of the students enrolled and of the community it serves. Suggestions are given for the appointment and tasks of (1) a steering committee to have responsibility for planning and supervising the entire self-evaluation of the school and (2) a visiting committee to provide a check on the self-evaluation of the staff. Following the evaluation, a series of activities are suggested for stimulating improvements in the services offered by the school. (MF)

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4TH
EDITION

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EVALUATIVE CRITERIA

For the Evaluation of Secondary Schools

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NATIONAL STUDY OF SECONDARY SCHOOL EVALUATION

EA 002 539

National Study of Secondary School Evaluation

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FOREWORD

The National Study of Secondary School Evaluation is the body responsible for developing the *Evaluative Criteria*, fourth edition. The first edition of this title was published in 1940, with revisions issued in 1950 and 1960. The current edition reflects the thinking of hundreds of educators who have used earlier versions and forwarded suggestions for improvement. Charles Edwards has served as director of the Revision Program and in that capacity has worked closely with selected committees of specialists and generalists who have contributed their competence, energies, and time toward developing a meaningful and practical evaluation instrument.

The work of the National Study is carried on by a General Committee composed of appointed representatives of the six regional accrediting associations. The committee has been actively involved in the revision process and spent a full week reviewing prepared materials and suggesting ways to improve the instrument. Many believe that the success of the *Evaluative Criteria* is owed not only to the involvement of concerned professional educators but also to the skill, dedication, and wisdom of committee members, who have sought and been receptive to new ideas and have recognized the value of established evaluation techniques. Seven of the present committee members brought experiences with earlier editions to bear on the preparation of this one, thus providing valuable continuity. Educators holding various viewpoints have joined together to develop a modern instrument designed to measure the characteristics of a good secondary school. The success of their efforts will be determined by the users of the fourth edition.

The names of former committee members, listed according to the associations they represented, are as follows:

New England Association: Clarence I. Chatto, Howard Conant, Jesse B. Davis, William W. Dunn, Donald W. Fowler, Raymond Green, Arthur W. Lowe, Carl Magnuson, Herbert B. Moore, Francis Mullen, Maurice J. O'Leary

Middle States Association: Harold A. Ferguson, E. D. Grizzell, Richard M. Gummere, Earle T. Hawkins, William Mather Lewis, George William McClelland, Karl G. Miller, Walter J. O'Conner, Edward B. Rooney, S.J., Arnold B. Swift, Charles C. Tillinghast, William A. Wetzel

Southern Association: Harold P. Adams, T. P. Baker, E. C. Bolmeier, Robert B. Clem, J. Henry Highsmith, Joseph Roemer, William R. Smithey, R. B. Sparks, T. Q. Srygley, S. B. Tinsley, C. R. Wilcox

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Advisory Members: Arthur S. Adams, E. J. Ashbaugh, Paul E. Elicker, D. H. Gardner, J. Dan Hull, Galen Jones, William J. McGucken, M. E. Mushletz, S. D. Shankland, J. W. Studebaker, Ellsworth Tompkins, George F. Zook

Honorary Members: Clarence I. Chatto, E. D. Grizzell, Earle T. Hawkins, Carl A. Jessen, Ellsworth Tompkins, Floyd A. Miller

Officers of the Cooperative Study and the National Study, since the beginning, are listed below:

Chairmen, General Committee:	George E. Carrothers	1933–51
	E. D. Grizzell	1951–56
	Harold P. Adams	1956–57
	Floyd A. Miller	1957–64
	Mary H. Carter	1964–68
	Richard J. Bradley	1968–

Executive Secretaries:	Carl A. Jessen, Secretary	1933–51
	Executive Secretary	1951–60
	Roderic D. Matthews	1960–

The staff for research and development consisted of the following:

For the 1940 edition: Walter C. Eells, M. L. Altstetter, Kenneth W. Eells
For the 1950 edition: Roy O. Billett, Roderic D. Matthews, James F. Baker
For the 1960 edition: Roderic D. Matthews, Carl A. Jessen, Lorenzo K. Reed, S.J.

Since 1933 when the National Study was organized (originally known as the Cooperative Study of Secondary School Standards), many distinguished men and women have striven to develop an effective evaluation instrument for secondary schools. The *Evaluative Criteria* is not a book of standards. It does attempt to provide a way to measure the effectiveness of a school, to stimulate a school and community toward establishing a planned program of continuous growth with the main objective being to help a school become better. This is and has been a fundamental philosophy of those associated with the National Study. Many have contributed to promoting this philosophy, but over the years, E. D. Grizzell, Carl A. Jessen, and Roderic Matthews have approached the task with a special dedication. To them, we are eternally grateful.

Many will be interested to know that the General Committee is already planning further evaluation activities. Ad hoc committees on research and vertical districtwide evaluation are already at work, and their reports will be the subject of careful study in the immediate months ahead. Recognition of the need to consider new ways to measure the quality and effectiveness of our educational programs is well known to members of the National Study. The publication of the fourth edition of the *Evaluative Criteria* is a significant accomplishment, but of equal importance is the committee's awareness that our work is not completed. We expect to meet the challenges of developing improved techniques of evaluation. To accomplish our task, we need the help and assistance of the users of this fourth edition. Your constructive criticism and suggestions for improvement will be appreciated and thoughtfully considered.

GENERAL COMMITTEE
National Study of Secondary School Evaluation

Manual for Evaluative Criteria

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EVALUATIVE CRITERIA
Fourth Edition

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MANUAL

The Manual for Evaluative Criteria, *fourth edition, is divided into two parts: Part I: The Evaluation of Secondary Schools; and Part II: Instructions and Suggested Procedures. The first part discusses the background and development of* Evaluative Criteria *and its programs. The second part consists of suggestions for use of the* Evaluative Criteria *by school staffs in their self-evaluations and by visiting committees.*

I. The Evaluation of Secondary Schools

The establishment of standards for secondary schools has been a gradual process. Around 1885, groups of colleges in various regions of the country began to organize. One of the most persistent problems calling for common action was standardization of the entrance requirements among the colleges. The interests of the secondary schools were obviously involved in this problem, and thus some secondary schools were drawn into membership in the college associations.

Once the College Entrance Examination Board had been established (in 1901) to deal with the problem of entrance requirements, the youthful associations of colleges and secondary schools took up the task of raising educational standards. The first step was the setting-up of a process of accreditation. A set of minimum standards was developed, colleges and schools were inspected to determine whether or not they met the standards, and approved institutions were put on "the accredited list." The regional associations of colleges and secondary schools had become accrediting associations.

The National Study of Secondary School Evaluation, active under the name Cooperative Study of Secondary School Standards from 1933 to 1959, is a corporate body administered by a General Committee composed of representatives of the six voluntary regional accrediting associations. This body has gradually influenced a change from maintenance of minimum standards to the striving for excellence in all aspects of a school's work. Changes in membership have, of course, occurred, but the General Committee has maintained a remarkable degree of continuity of service and has devoted an extraordinary amount of time and attention to the work of the Study. All who have been associated with the enterprise would agree that it has truly been a cooperative activity. The results of the committee's work were offered to secondary schools in the 1940, 1950, and 1960 editions of the *Evaluative Criteria* and are now being offered, by the National Study of Secondary School Evaluation, in this fourth edition.

The *Evaluation of Secondary Schools: General Report* (1939) describes in detail the materials and procedures used in the period 1933–39. It supported the recommendation that the best procedure for evaluating a secondary school was to carry out a self-evaluation using the *Evaluative Criteria* and to have this self-evaluation checked by a visiting committee of qualified teachers, administrators, and specialists. Since 1940, *Evaluative Criteria* has been used in thousands of schools throughout the United States.

The National Study of Secondary School Evaluation and the antecedent Cooperative Study of Secondary School Standards have been continuously concerned with discovering the characteristics of good secondary schools and with developing means for evaluating schools that progressively improve accreditation procedures. The purpose has been to develop instruments that can be used widely to secure sound appraisals of the quality of schools and encourage staffs to seek better materials and procedures in order that improvement would be a likely result. The great diversity among secondary schools in the United States has long been recognized as making it impossible to measure schools on a fixed scale or pattern. Differences in size, buildings, equipment, environment, financial support, abilities of students, needs of communities, goals of youth and their parents, selection and preparation of teachers, and many other factors make uniformity impossible.

EVALUATION GOVERNED BY PHILOSOPHY AND OBJECTIVES OF INDIVIDUAL SCHOOL

The Study has developed a proved way of recognizing that schools which are quite different may be equally good. This type of evaluation is based on the principle that a school should be evaluated in terms of what it is striving to accomplish (its philosophy and objectives) and according to the extent to which it is meeting the needs of the students enrolled and of the community it serves. The philosophy and objectives must, of course, be acceptable to some agency (a community, an accrediting association, a state department of education, a board of trustees, a religious organization) if the evaluation based upon such philosophy and objectives is to be recognized beyond the confines of the school. It is obviously unfair to say that a school is of poor quality because it does not prepare students for further academic work when, in fact, it interprets its function as that of preparing youth to enter employment immediately upon graduation and to have a salable skill at that time. It is appropriate to criticize the soundness of such an objective; but if its graduates are good workmen, it is not appropriate to report that the school is of low quality. Similarly, a school can hardly be considered a good school if it is responsible for the education of all the youth in the community and yet offers a program in which only a highly selected part of the youth of that community can make satisfactory progress.

The evaluations resulting from the use of materials and procedures recommended by the National Study of Secondary School Evaluation may be considered as ratios of accomplishment where the quality and nature of work done in a school are related to what should be done in order to satisfy the philosophy and objectives of the school and the needs of the youth who are or should be served by the school. This does not make the evaluation of secondary schools a simple task; it does, however, establish a sound basis for such an evaluation.

The *Evaluative Criteria* provides for a statement of the characteristics of the youth and community to be served by the school (Section 2) and the philosophy and objectives of a given school (Section 3). In the succeeding sections are to be found checklist items, supplemental data, and evaluation items. The checklist and supplemental data items are designed to enable the staff of the school to describe clearly what it is doing. If those items do not permit accurate descriptions, they should be modified by changes or deletions. Such changes should be made wherever they are appropriate throughout all parts of the *Evaluative Criteria*, including the statements of "Guiding Principles." Furthermore, if *Evaluative Criteria* does not deal with certain phases or areas of the school's program which the members of the staff think are important, they should add descriptions of these features in the appropriate places or as additional sections. The materials presented in the *Criteria* were developed to assist the staff in giving an accurate description of the school and its work and *not to force a description into a given pattern*. Changes that may be puzzling to those not well acquainted with the school should be explained and reasons given for the alterations under "Comments" or on attached sheets.

Evaluative Criteria is provided for the convenience of the school staff in making its evaluation. *All* areas required by the philosophy of the school or to meet the needs of the youth who are enrolled or for whom the school is responsible should be provided with sections or subsections for incorporating the description and should be evaluated. The philosophy and the needs, rather than the *Evaluative Criteria*, impose the requirements. If the evaluation is to be used to acquire some kind of recognition, such as accreditation, the agency in charge of the recognition may impose other requirements.

SOURCES OF SUGGESTIONS FOR FOURTH EDITION

As was done during the periods 1940–48 and 1950–58, the Study made extensive efforts from 1960 to 1968 to obtain criticisms and suggestions from users of the materials. In addition to the suggestions returned in writing, the Director of Revision visited general meetings and workshops of the accrediting associations and also individual schools in order to discuss problems, sensitive areas, and suggestions. Authorities were sought to work on the individual sections. These experts were nominated primarily from the regional and national associations, and each was active in his own field. Usually five persons were named to work on each section. Care was taken that all geographic areas were represented and that teachers, administrators, state department of education personnel, and college and university instructors were included. Each committee met for three days to review the suggestions and to develop an up-to-date, improved instrument. Altogether several hundred people from coast to coast and from north to south contributed to the revision.

MAJOR CHANGES IN THE FOURTH EDITION

This, the fourth edition of the *Evaluative Criteria,* is designed to be used in much the same way as previous editions. Materials are arranged so that the staff of a school can give a clear and extensive description of the school. Along with this description, opportunity is provided for the staff to indicate how well, in their judgment, the work of the school is being done. In both the description and the evaluation, the staff uses a four-point scale —from one to four. The staff is also encouraged to supplement these ratings with a written description of any facet of the program not covered by the *Evaluative Criteria.* This entire process is referred to as the self-evaluation. The self-evaluation may be undertaken by a school desiring to study and improve itself, as well as by schools undertaking self-study as the first step in meeting accreditation requirements. In either case, a committee outside the school system may be invited to visit the school in order to observe its operation. The visiting committee's evaluation serves as a check on the evaluation made by the school staff.

Some of the significant changes made in the fourth edition are those supported either by research or by suggestions from experienced observers and informed specialists in the various fields, as follows:

1. Care was taken to include the new influences and resources that are supporting or shaping the secondary school today.

2. The materials were carefully worded so as not to restrict those schools carrying on or implementing new programs. A greater flexibility was built into the criteria to accommodate a greater variety of school philosophies.

3. Emphasis was placed on simplifying the materials for the sake of clarity as well as facilitating the self-evaluation process. The change from two separate rating scales—one for checklists, the other for evaluations—to a single scale marks a radical point of departure from all previous editions. The single scale should make the *Evaluative Criteria* easier to use and also make the completed study more functional for a school's postevaluation plans.

4. The section dealing with the individual staff member has been greatly simplified and reduced in size, and the material considered unnecessary or irrelevant has been removed. The revised section will be much easier for the individual staff member to fill out.

5. The section on "School and Community" has been placed ahead of the section on "Philosophy and Objectives." In general, it is accepted that the description of the school and community should precede the establishment of the philosophy and objectives of the school. The school's philosophy and objectives should be related to the characteristics of the school and the community.

6. The section formerly entitled "Program of Studies" has been redesigned and retitled "Curriculum." The change was made because this section deals with considerably more than merely the program of studies. It concerns the over-all curriculum of the school.

7. Section D-4, "Core Program," has been deleted from the *Evaluative Criteria* because relatively little use was made of this section in the 1960 edition.

8. The section on "Foreign Languages" no longer contains two sets of checklist items—one for modern and one for classical languages. Instead, the blank is to be used to evaluate the total foreign language program. If, however, a school concludes that its modern and classical language programs should be evaluated separately, separate blanks may be used—one for the modern and one for classical languages. The cover of the section provides spaces for designating which languages are being evaluated.

9. In the fourth edition, there is only one "Physical Education" section. The intent is that the physical education program for boys and girls in many schools may be considered as a single program. Here again, as in the case of foreign languages, if a school staff decides that the two

programs definitely should be evaluated separately, two separate forms may be used—one identified as the program for boys and the other as the program for girls.

10. A section on "Special Education" has been added. It has long been determined that this area needed evaluation; but until the 1960's, not enough schools had separate special education facilities and faculty to warrant its inclusion.

11. The section formerly called "Instructional Materials Services—Library and Audio-Visual" has now been designated "Educational Media Services—Library and Audio-Visual." If a school has two entirely different programs—one for library and one for audio-visual materials and services—two separate forms may be used and so designated on the cover. Thus schools which have two truly separate programs can describe and evaluate each.

12. The section on health services has been omitted from the fourth edition. The services formerly covered in the "Health Services" section have been included in appropriate places in "School Staff and Administration" and "School Facilities."

13. The section formerly called "School Plant" is now titled "School Facilities," because the revised section covers not only the school plant but other facilities as well.

14. Sections X, "Statistical Summary of Evaluation," and Y, "Graphic Summary," of the 1960 edition have been deleted. It was found that the extent of use did not justify the continuation of the sections. In their place is a descriptive open-end "Summary." In it, an outline is provided and the school is requested to identify weaknesses and strengths and to establish priorities for improvement. If the *Evaluative Criteria* is being used for accreditation purposes, this type of summary will roughly parallel the form of the written report of the visiting committees. It will indeed prove useful for the interaction between visiting and self-evaluation committees.

15. The 1960 edition of the *Evaluative Criteria* was published and used by both junior and senior high schools. In 1963, a junior high school *Evaluative Criteria* was published and is in the process of being revised at the present time. With this fact in mind, the fourth edition of the *Evaluative Criteria* is intended to be used by those schools that are either senior high schools or schools having the junior high school in combination with the senior high school. The present publication is not meant to be an instrument for the evaluation of the junior high school/middle school as a separate institution.

The fourth edition of the *Evaluative Criteria* resembles the 1950 and 1960 editions in form and general recommendations because the widespread support and use of the earlier materials appear to justify such continuity. Reports of research on the subject confirm the conclusion that the basic principles of the National Study materials and procedures are effective.

II. Instructions and Suggested Procedures

The *Evaluative Criteria* is designed to serve the needs of various types of secondary schools and programs. The administrator of a school preparing for evaluation should obtain a bound copy of the fourth edition of the *Evaluative Criteria,* read the Manual carefully and review other sections of the instrument. A determination should be made of which sections are applicable for a thorough evaluation of the school.

THE SELF-EVALUATION

The next step is to place an order for materials to be used by the staff for the self-evaluation. The amount of material will depend upon size of the school staff, its financial resources, and requirements of the regional accrediting agency or state department of education. Quantities listed below will, in most cases, meet minimum requirements.

1. Two bound copies of the *Evaluative Criteria,* fourth edition.
2. Three unbound sets of the general sections—Sections 1 through 11
3. Two copies of Section 10 for each staff member.
4. Two copies of each subject section—Sections 4-1 through 4-18—for the subject fields offered by the school.
5. The above suggestions represent what may be considered the absolute minimum order if a visiting committee is to be used. It is highly desirable to secure the following materials in addition:
    - *a*) One section for each member of each subcommittee of the school staff responsible for the self-evaluation of that section. If there are six members of the staff who are responsible for Section 9, "School Staff and Administration," then six copies of this section should be secured in addition to the two mentioned in item 2 above. If there are four members of the subcommittee responsible for Section 4-6, "English," then four copies in addition to the two in item 3 above should be ordered.
    - *b*) A copy of Section 9, "School Staff and Administration," for each member of the board of education or the board of trustees.
    - *c*) A copy of sections of the *Evaluative Criteria* used in the self-evaluation for each two or three members of the staff. These are for reference purposes when subcommittees are reporting to the entire staff, and obviate unnecessary reading aloud and, thus, expedite reporting. If subcommittees plan to project their reports on a screen, such additional copies will not be required.
    - *d*) Many schools have found it desirable to provide each member of the steering committee and the chairman of each section with a copy of the Manual (Section 1).

Duties of a steering committee

Experience has shown that it is desirable to appoint or select a "steering" committee to have responsibility for planning and supervising the entire self-evaluation of the school. The size of this committee may depend on the size of the school staff, but generally a small committee seems to be more effective. Four to seven members, including the principal or one of his assistants, would be large enough in most schools. This committee has the responsibility for naming the members of all subcommittees, setting up a time schedule for the self-evaluation, establishing a method and a schedule for subcommittee reports, and providing the necessary materials and supplies to the subcommittees. It is not the responsibility of the steering committee to do the evaluation, but rather to inform the staff of the value and purpose of the self-study and to see that every staff member becomes involved.

The self-evaluation process is an experience in professional growth and because of the complexities of modern secondary school education, considerable time is needed for observation, deliberation, penetrating thought, and meaningful consideration. Each school should carefully plan a schedule that will provide the staff with adequate time for the study.

The steering committee should name first the Subcommittees on School and Community and Philosophy and Objectives. The work of these two groups should be completed before the other subcommittees commence their work. However, the philosophy and objectives should not be finalized until the section "School and Community" has been completed and the data analyzed.

After the subcommittees have completed their respective assigned self-studies, it is essential that they report to the faculty. The steering committee then prepares the Summary of the Self-Evaluation (Section 11), identifying the major strengths and weaknesses that reflect the consensus of the faculty.

With careful planning and preparation it is possible to complete the full evaluation process in one year. Usually the sponsoring regional accrediting agency provides consultant services to schools scheduling evaluations and advises the principal of the most desirable approach in view of local circumstances. It is a desirable practice to invite a consultant to meet with the school staff to explain the background, policies, and procedures of the evaluation program.

Work of subcommittees

Normally each member of the staff will serve on two committees, one dealing with general Sections 2 through 9 and the other dealing with an area of study covered by Sections 4-1 through 4-18.

Staff preferences for committee work assignments are usually sought by the Steering Committee.

Section 2, "School and Community," and Section 3, "Philosophy and Objectives," are the two basic sections upon which an evaluation rests. The school's philosophy and objectives should be geared to meet the needs of the students and the community served. Information requested in the "School and Community" section provides the staff with the type of information necessary to develop a meaningful philosophy and a statement of objectives. The subcommittee responsible for developing the philosophy should feel free to use any resource that deals with basic ideas regarding secondary education. References are not included in this Manual or in Section 3 since these might impose a direction or restriction that would be objectionable. The subcommittee should involve all members of the staff in developing a philosophy and objectives that meet with the approval of the school staff. Several staff meetings may be necessary before a statement is acceptable to the staff.

When the statement of philosophy and objectives has been accepted, all members of the teaching staff should examine their teaching practices, procedures, and courses of study to see if they reflect the philosophy of the school and needs of the community.

Well in advance (usually 6 to 9 months) of the scheduled visit of the outside committee, local subcommittees for the areas 4 through 9 and 4-1 through 4-18 should be appointed. It is probably better to have teachers and specialists on the subcommittees dealing with their specialties, but it is important that others also be included. Teachers of English should help with the evaluation of other subject areas and should be helped by teachers of those subjects in the evaluation of instruction in English. Teachers not directly involved in the provision for guidance services should help in the evaluation of those services. The total program of the school can be better understood by all members of the staff as a result of the work of these subcommittees.

Consideration should be given to the part that parents and students can play in the self-evaluation process. Some schools have had parent and student representation on all subcommittees, while in others such representation has been limited to selected committees such as Philosophy and Objectives, School and Community, Student Activities Program, and Guidance Services. In some schools students and parents have had no part in the self-evaluation. The principal of the school and members of the steering committee should know the situation well enough to know how the interests of the school can best be served.

Each subcommittee should have the responsibility of completing the self-evaluation of the area assigned to it. This involves examining the guiding principles critically and making any modifications that seem desirable; collecting all data, exhibits, and explanations required for the area; marking each checklist item; rating each evaluation with the number that is judged to be correct; *and reporting the results to the entire faculty for modification or approval.*

Each member of a subcommittee should read the page of "Instructions" in each section. If there are disagreements about the meaning of any part, they should be resolved by consultation with a member of the steering committee. The statement of guiding principles should be read and discussed, and any modifications that seem desirable should be made. Again, it is emphasized that individual schools not only may, but are encouraged, to add or delete material if they decide that such changes will give a more accurate picture of their school.

Checklists and evaluations

The checklists and evaluations should be evaluated on the following four-point scale:

4	Excellent
3	Good
2	Fair
1	Poor or missing
na	Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to indicate an evaluation that is good but less than excellent, circle the number **3**. Likewise, to indicate a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. This space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary data and additional areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

Summary of the Self-Evaluation (Section 11)

In any evaluative undertaking, it is desirable to summarize the findings, and a school evaluation is no exception. A summary provides many benefits, as well as marks the conclusion of the study. It constitutes one form of record of major findings and adds emphasis to those major findings. The self-study steering committee is responsible for completing the Summary section.

Using the major findings as a base, the school can embark on a program, according to a schedule of priorities, to improve the conditions found to be below a desired level. After a sufficient length of time for progress to have been made, the summary and the priorities established can be reviewed to provide the basis for a follow-up of the evaluation. Regular follow-up and review help to make evaluation a continuous process rather than one that is completed and then forgotten. Continuous attention such as this is conducive to improvement of any school.

The form of the summary should be kept simple and short; yet it should contain the major findings of the report. It is suggested that two general types of entries be made in the summary: one citing strengths and one citing weaknesses that need attention. A school will want to consider that portion of each section of the *Evaluative Criteria* entitled "Special Characteristics." From this section, the *major* strengths and weaknesses can be discerned and a description of them placed in the summary. The order of the summary statements should follow the same order as the section listing below:

2 School and Community
3 Philosophy and Objectives
4 Curriculum
  4-1 Agriculture
  4-2 Art (Including Crafts)
  4-3 Business Education
  4-4 Distributive Education
  4-5 Driver and Traffic Safety Education
  4-6 English
  4-7 Foreign Languages
  4-8 Health Education
  4-9 Home Economics
  4-10 Industrial Arts
  4-11 Mathematics
  4-12 Music
  4-13 Physical Education
  4-14 Religion
  4-15 Science
  4-16 Social Studies
  4-17 Special Education
  4-18 Trade, Technical, and Industrial Education
5 Student Activities Program
6 Educational Media Services—Library and Audio-Visual
7 Guidance Services
8 School Facilities
9 School Staff and Administration
10 Individual Staff Member

Of course, any section not evaluated by the school should be omitted. The following are examples of the two general types of entries to be used in the summary section:

Example 1

MAJOR STRENGTH OF THE SCHOOL

Cited in Section No. ___

Section title ____________________ ***Page(s) 333***

Description of Strength:

A well-planned system of teacher assistants provides teachers with released time from clerical duties for more creative work.

Provisions That Contribute to This Success:

Money is available for this purpose. The system is well planned. It has teacher acceptance. The staff has a professional, forward-looking attitude.

Example 2

MAJOR WEAKNESS OF THE SCHOOL

Cited in Section No. ___

Section title ____________________ ***Page(s) 298***

Description of Weakness:

The school does not have a comprehensive testing program. The achievement testing is irregular and given at only one grade level. Entrance testing is not carried out for incoming ninth-grade students or transfers. There is no schedule available of the tests administered in the school. The school has no written policy or suggestions for use of test data.

Recommendations for Improvement:

A national standardized battery such as the Iowa Tests of Educational Development or Sequential Tests of Educational Progress should be administered annually in the fall.

THE VISITING COMMITTEE

The complete evaluation of a secondary school as recommended by the National Study of Secondary School Evaluation requires the services of a visiting committee. The purpose of the visiting committee is to provide a check on the self-evaluation carried out by the school staff. This check is required if the evaluation is to be used in an accreditation or approval process, and is valuable when the evaluation is used to interpret the work of the school to the community, or, in the case of an independent school, to the parents, alumni, and trustees.

Practices vary in different states and regions where evaluations are carried out. Size of committees, length of visit, intensity of work, method of selecting committees, schedules of visits, and methods of financing the work of committees are different in different areas. Each agency, county, state, or regional association or cooperating group of schools should study its own situation and make careful plans to fit the circumstances. Many factors, such as travel conditions, amount of experience with evaluations, interest in in-service education, financial status, responsibility of sponsoring agency, and number of schools should be considered. The following suggestions should not be interpreted as requirements, but should be modified as circumstances and experience indicate modification to be desirable.

Composition of the committee

The agency sponsoring the evaluation should select the committee. Care should be taken that the committee include representatives for all major subject fields as well as persons who are experienced in administration, guidance, and library and audio-visual services. It is not essential that all specialties be represented, but staffs of visited schools are usually better satisfied if such representation is provided. The school should have the privilege of vetoing without explanation any name on the list of recommendations of the agency sponsoring the evaluation.

The selection of the chairman for the visiting committee is of paramount importance, and, when possible, the nominee should be agreed on before the end of the school year preceding the visit.

The size of the visiting committee varies with the size of the school, the number of days that will be available for the visit, the amount of experience of visitors, the interest in using the visit as a phase of in-service education, and the willingness of the visitors to work long hours. In some states or regions, large or small committees are used for a period of from three to five days, with work sessions in the evenings of the first two days. Some have found it useful to assemble the committee on the evening before the first visiting day to meet the faculty and administrative personnel and complete the organization of the committee.

Work of the committee

The visit of a committee is a highly professional undertaking. Members should observe, visit, and inquire for the purpose of getting as comprehensive a view of the work of the school as is possible in the time available. Their attitudes should encourage free discussion of the work of the school. Staff members of the school should be given an opportunity to explain fully what they are doing, rather than being made to feel defensive. Individual members of the committee should avoid making criticisms or suggestions to members of the school staff.

The members of the visiting committee can do their work best if the school is operating on a normal schedule. Everyone in the school will know that visitors are present, but every effort should be made to have the school carry on as it would if no visitors were present, rather than put on a "show" for their benefit.

The visiting committee is normally organized into two sets of subcommittees, with two or more members on each subcommittee. One set studies the general areas, such as the curriculum, guidance services, and the school facilities; and the other set of subcommittees is responsible for the subject areas.

Since evaluation of individual teachers is not included in the *Evaluative Criteria*, the purpose of observation of classes is to provide a basis for checking the evaluations in the subject sections (Sections 4-1 through 4-18) and for making recommendations relative to the teaching, physical facilities, use of library, and outcomes of instruction.

All of the subcommittees should examine the "School and Community" and the "Philosophy and Objectives" sections of the self-evaluation. Each general and subject area subcommittee should examine its assigned section of the self-evaluation, noting any changes that have been made in the statement of Guiding Principles, and then proceed to check each checklist item and make a list of the areas that require further investigation, and check each evaluation item. When a change is made in the self-rating of a checklist item or an evaluation, a line should be drawn through the rating and the revised rating circled. The visiting committee should use a color of ink or lead different from that of the self-study committee. The rating assigned by the school should, however, remain legible. It is worth noting that some subcommittees may need to look at some other sections of the self-evaluation in order to gain insight into other areas that impinge on the one for which they have direct responsibility.

Reports

Each subcommittee, in addition to checking the evaluations and making the changes to be recommended to the visiting committee, should prepare a written report which, when approved by the entire committee, will be included in the written report to the school. Both good features and suggested changes should be included.

The visiting committee schedule should provide time for each subcommittee responsible for a general area to present an oral report to the entire committee.

The written report is normally prepared by the chairman of the visiting committee from the reports submitted by the subcommittee and sent to the school as soon as possible. It should include an appropriate introduction and a concluding statement, which are primarily the responsibility of the chairman.

The chairman should accept the responsibility for the quality of the written report. He should edit the report carefully so that it is accurate, free of ambiguous or incomplete statements, and mechanically well organized. Much of the value of the entire evaluation process may be lost if the written report shows evidence of carelessness or hasty and thoughtless expression. It should be remembered that members of boards of control and others who are not familiar with the procedures used in evaluations may read the reports, and the parts prepared by the chairman should give them the information they need. Since the school has been evaluated on the basis of its own philosophy and objectives, a copy of each of these statements should be attached to the report. The agency sponsoring the evaluation should inform the chairman how many copies of his report are required.

Many times, as the final event of the school visit, the chairman and committees give oral reports to the school's administrators and any others the administrators feel should be present. It is not recommended that reporters for local newspapers be invited to hear the oral report inasmuch as the oral report should be immediate and off the record. The more carefully and thoughtfully prepared written report may be given wider publicity.

SUGGESTED ACTIVITIES FOLLOWING THE EVALUATION

Evaluation should be a stimulating force leading to definite improvements in the services offered by the school to its students and the community. The entire process in a forward-looking school will include self-analysis of the school's program and services; careful consideration of the findings and recommendations of such self-evaluations; objective checking of the school's analysis by a visiting committee; oral and written reports to the school by the visiting committee; and a resultant program of constant improvement by the school itself.

In one sense, it is not within the province of this manual to suggest specifically to a school what it shall do after the evaluative process as such has been completed. Regional accrediting associations, state departments of education, and local school systems have frequently developed, and will doubtless continue to develop, helpful follow-up programs. However, some suggestions arising out of experiences of various kinds of schools that have been evaluated over the years may help other schools undergoing their first formal evaluation.

The following points are offered, therefore, purely as suggestions:

1. The worst thing that could happen would be for nothing to be done; and almost as bad would be an attempt to change everything "overnight" and thus achieve a most unwholesome state of "educational indigestion." The logical process for most schools is to develop a carefully organized plan for improving the school's program over a period of time, in line with the findings of the evaluation.

2. The principal and his staff should become familiar with the information contained in the written report of the visiting committee. In most schools, all the members of the faculty will want to read the report carefully. In other situations, the principal may pass on to the faculty the essential findings from the report, but he may consider the report as meant for himself rather than for the faculty. Each principal may use his discretion in this matter, but every member of the faculty should be thoroughly familiar with the main findings concerning both strong and weak areas of the school.

3. It should hardly be necessary to point out that practically all schools will have some evaluations that are high and others that are low. There is no real justification for being unduly complacent about high evaluations or unduly depressed by low evaluations. More important than a low or high evaluation in a given area is the extent to which plans are made for improvements and in due

course whether actual improvement is noted or whether there is no improvement at all.

4. Schools that have been well organized, with committees to carry on the original evaluation, may wish to retain the same committee structure for a program of follow-up and improvement. It is suggested that a "rest period" for the committees is usually a desirable procedure, psychologically. Each principal will have to decide the exact point of time at which committees should be reactivated.

5. In deciding just what to work on first, schools may find it helpful to fill in a chart somewhat along the lines of that shown at the bottom of this page.

The chart may be filled in with items obtained from the written report of the visiting committee, the Summary of the Self-Evaluation, and the various *Criteria* sections. A separate chart might be made for each section of the *Criteria*. The various charts may be developed as cooperative faculty projects, with suggestions for each area coming largely from the teachers who worked in that area during the self-evaluation period.

6. In faculty meetings and group discussions, problems suggested by the chart below may be taken up. Questions such as the following may be asked:

For column 1:

What desirable element makes these areas good?
How can we go about seeing that this same success is carried into other fields?

For column 2:

Is the difficulty due to administration? student reactions? lack of teacher interest? lack of finances? or simply oversight?
Have we, perhaps, made no one definitely responsible for the items listed?
Would a change in sponsors help the situation?
Who will be responsible for improving the program from now on?

For column 3:

Why should they be done in this school?
Who should do them?
How and when do we plan to start?
How can we determine the probable success of our efforts?

For column 4:

Why are they not applicable to this school?
If changes could be made to bring about conditions where they might become possible, would such changes be worth the effort?
Will the students suffer if these conditions are neglected?

In attempting to arrive at answers to these questions, too much emphasis cannot be laid upon the wisdom of using every opportunity to keep the staff aware of the school's stated philosophy and objectives as well as the educational needs of the students attending the school. Constant effort will be needed to close the gap between theory and practice in finding solutions to the questions raised.

7. In interpreting the visiting committee report to the faculty, it is exceedingly important to use tact, so that the reaction of the teachers will be a "wholesome dissatisfaction" leading to a determination to work to improve the situation rather than a disgruntled attitude leading to the reaction of "What's the use?" It is perhaps as important to keep on doing well the things that are reasonably satisfactory and to try to make them still better, as it is to pull up weak areas. Talking about and emphasizing weak points alone is not wholesome.

8. Some portions of the recommendations may well be taken up with members of the board of control or with the local parent-teacher association. The extent to which lay groups will be made familiar with the complete report will depend on the local situation. In schools where students and parents have assisted in the evaluative process,

1. *Things being done well*	2. *Things achieved on a less desirable level*	3. *Things not done which should be done*	4. *Things not done which perhaps will not, cannot, or should not be done*

Recommendations already completed	*Recommendations now in progress*	*Recommendations planned for the future*	*Recommendations found invalid; explanations*

they will of course be interested in and concerned with the results. Needless to say, presentation of any results *should be accompanied by careful description of the entire evaluative process.*

9. It is important that the staff of the local school call to the attention of the sponsoring agency any errors or misinterpretations that appear in the report. The modifications should not be submitted in a defensive way but rather accepted as a responsibility of the school to keep the record accurate. The sponsoring agency is interested in avoiding errors and welcomes explanations that will improve the accuracy and completeness of the report.

10. A yearly progress chart of the status of each recommendation is helpful in keeping the total picture in view. A chart listing all recommendations and the progress made on them has been used successfully. The categories shown in the chart above may be used.

It is recommended that general publicity not be given to a report unless or until opportunity is available to explain and discuss the whole purpose and process of the evaluation. Readers of the report may get distorted views of the school because they lack understanding of the total process of this type of evaluation. The General Committee of the National Study of Secondary School Evaluation does *not* approve of using the report of an evaluation in the advertising literature of a school. The committee does believe that many schools have profited by evaluations carried on as described above.

The regional accrediting associations have developed complete manuals for the procedures to be followed in the self-study and by the visiting committee. A school about to be involved in the accreditation procedure should secure their association's manual and follow it carefully.

It is hoped and believed that this fourth edition of the *Evaluative Criteria* will prove to be even more valuable than the previous editions.

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SECTION

School and Community 2

NAME OF SCHOOL______________________________ **DATE**______________

Prepared by

______________________ ______________________ ______________________

______________________ ______________________ ______________________

______________________ ______________________ ______________________

GUIDING PRINCIPLES

These principles are offered for your acceptance,
rejection, or modification. Please feel free to make changes.

The school exists primarily for the benefit of the youth of the community or the group which it serves. The distinctive characteristics and needs of the people and groups of people of the school community, particularly those of the youth, should be known.

The differences among people, their vocational interests and aspirations, and their abilities all exert an influence on the type of education provided. Every school community inevitably is interrelated with other communities and is a part of larger communities, particularly the state and the nation. The school should therefore adapt its general philosophy, specific purposes, and its educational program to its own community and to the larger communities of which it is a part.

EVALUATIVE CRITERIA
Fourth Edition

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EXPLANATIONS

Evaluation of secondary schools as developed by the National Study of Secondary School Evaluation is based partly on the extent to which the needs of students enrolled, or those who should be enrolled, in the school are being met. Since these needs are related to resources and opportunities in the environment, it is necessary that the community as well as the student body be described. This section is prepared to permit such descriptions to be made systematically and with a minimum of effort.

Much of the information called for is not easily available in some communities. Those responsible for preparing this section will have to decide whether to seek accurate information through detailed research procedures or to take what is readily available and indicate the inadequacies of the description. The school committee responsible for filling in this blank should not hesitate to extend tables or questions that seem incomplete and omit those that are inappropriate with respect to the school or community. The goal is to give the most complete description possible of the student body, the community or group served by the school, the opportunities for youth, and the hopes of their parents and friends. Perhaps the question should be, "What is important to know about the young people and the community supporting this school in order to know whether the school is meeting the needs of the community?" The purpose of this section is to help find an answer to that question. Because, among schools, the staff, time, and other resources available for completing this section will vary, the completeness and adequacy of the description will also vary.

All schools—public and nonpublic—have an important obligation to know the nature and needs of their patrons. They should also be concerned about the activities and agencies of the community in which they are located. All schools should present, in the best available form (statistical or descriptive or both), data and information equivalent to what is called for in this section. A nonpublic school which serves as a general secondary school for a community should be able to demonstrate that it provides adequately for the needs of that community.

DEFINITIONS

The *students* of a *public school* are the young people enrolled in the school. Those responsible for the public school should have considerable knowledge about the youth of school age in the district supporting the school, not only those attending, but also those who for any reason are not in attendance, in order to determine how well the school is meeting its responsibility. If a school is serving only part of a community, an attempt should be made to report the special characteristics of this part either in a general or a detailed statement.

The *students* of a *nonpublic school* are the students enrolled in the school.

The *school community* for a *public school* is the area and population of the district that is legally responsible for the support and control of the school.

The *school community* for a *nonpublic school* is primarily the parents of the students who are enrolled, except that there are usually important resources in the vicinity which should be known and used to supplement the resources of the school.

I. BASIC DATA REGARDING STUDENTS

A. ENROLLED STUDENTS AND GRADUATES

1. In the space below enter data for current year (as of October 1) in the last group of three columns, and for the preceding years in the preceding groups of columns, the three columns at the left being for the earliest year. Enter data *only for the grades in the school as organized*—three-year, four-year, five-year, or six-year unit. If necessary, change designation of the school grades to conform to actual organization of school. If the school is ungraded or for other reasons the organization does not lend itself to this table, modify or replace it so that the enrollment of the school is accurately described.

Classification	19__-19__			19__-19__			19__-19__			19__-19__			19__-19__			19__-19__		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Enrollment: Regular: Twelfth grade																		
Eleventh grade																		
Tenth grade																		
Ninth grade																		
Eighth grade																		
Seventh grade																		
Postgraduate and Special																		
Total																		
Graduates: Number during year																		

2. Describe any studies that have been made regarding the progress of a group of students who entered the lowest grade at the same time (attach sheet).

3. Indicate the significance of these data to the objectives and programs of the school.

B. STUDENT ABILITY

1. Academic ability

a) If records of intelligence or academic ability tests are available, give number of students in each of the following IQ or percentile ranges. If the school does not have data suitable for this table, give equivalent distribution either in this form, revised as necessary, or on a separate sheet. If neither request can be met, describe briefly the general academic ability of students. If the school is ungraded, or for other reasons the organization does not lend itself to this table, modify or replace it so that the school is accurately described.

Range*		Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade	Total	
I Q	National Percentile							Number	Percent
Over 124	Over 94								
117–124	85–94								
109–116	70–84								
92–108	31–69								
84– 91	16–30								
76– 83	6–15								
Below 76	Below 6								
Total									

* A school should feel free to modify these intervals to agree with distributions previously made. Indicate which column is being used by circling "IQ" or "National Percentile."

b) What test or tests were used in determining these data?

c) When were the tests given?

2. What test data, other than academic ability, are available that describe the abilities of students?

3. Describe how test data are used to identify abilities of students and to plan their educational programs.

4. List and describe any long-range studies carried on by the school that relate to student abilities.

C. STABILITY

1. In the space below, indicate the number of years which each member of the current senior class has been in *this* school.

Number of Years in This School (Including Present Year)	Seniors			
	Boys	Girls	Total	
			Number	Percent
1				
2				
3				
4				
5				
6				
7 or more				
Total				

2. What provision does the school make for gathering these data regularly?

3. Discuss any unusual conditions revealed by this table.

4. What factors within the school or community contribute to any unsatisfactory conditions revealed by this table?

5. What is being done to improve unsatisfactory conditions?

D. WITHDRAWALS

1. **In the table below, indicate the number of students who gave each reason as the major reason for withdrawal. If no major reason was given, determine the most plausible reason from the records of the student. *Do not count any student more than once.* Include students who have withdrawn from the school during the 12 months preceding the opening of the current school year.**

Reason for Withdrawal	Boys	Girls	Total	
			Number	Percent of Total Enrollment of School
Disciplinary difficulties				
Entered military service				
Financial reasons				
Illness of student				
Lack of interest in schoolwork				
Pregnancy				
Marriage				
Employment				
Poor academic achievement				
Student's help needed at home				
Unknown				
Subtotal				
Transferred to another school: Because of family change of residence				
Without family change of residence				
Total				

2. **What provisions does the school make for gathering these data regularly?**

3. **Discuss any unusual conditions revealed by this table in relationship to preceding years.**

4. **What factors within the school or community contribute to any unsatisfactory conditions revealed by this table?**

5. **What is being done to improve unsatisfactory conditions relative to withdrawals?**

E. EDUCATIONAL INTENTIONS

1. Indicate the number and percent of members of the present senior class whose intentions are as follows:

INTENTIONS	BOYS	GIRLS	TOTAL	
			Number	Percent
Attend 4-year college or university				
Attend junior or community college				
Attend other post-secondary school, e.g., business college or technical institute				
Continue education but undecided on type of school				
Stop formal education upon graduation				
Undecided about further education				
Unknown				
Total members of senior class				

2. Discuss procedures used in collecting these data.

3. What procedures are used, and when, to help a student determine his educational intentions?

4. To what extent are the above data used in planning individual and group educational programs?

F. OCCUPATIONAL INTENTIONS

1. Indicate the occupational categories, with number and percent of the present senior class planning to enter each category.

Categories	Boys	Girls	Total	
			Number	Percent
Unknown				
Total				

2. Discuss procedures used in collecting these data.

3. What procedures are used, and when, to help a student determine his occupational intentions?

4. Discuss the occupational opportunities afforded students and graduates in the community or area.

5. To what extent are the above data used in planning individual and group educational programs?

G. FOLLOW-UP DATA OF GRADUATES (Class of 19____)

1. Indicate in the appropriate columns the number and percent of graduates of the last senior class who *have entered* the educational and occupational categories:

Categories	Boys	Girls	Total	
			Number	Percent
Schools leading to a bachelor's degree				
Other schools beyond the secondary school				
Occupation:				
Married				
Unemployed				
Unknown				
Total				

2. Describe the procedures used in securing these data.

3. What studies have been made in this school to determine how closely this information conforms with student intentions while in school?

4. What effort is made by the school to evaluate the success of its graduates in colleges and other postsecondary school institutions?

5. Has any survey of occupational opportunities for high school graduates been made in the community? Describe.

6. Is the distribution of graduates in the above table typical for this school and community?

7. How does this distribution compare with that of the senior class of five years ago?

8. To what extent is this information used in the study of the secondary school program in relation to needs of students?

II. BASIC DATA REGARDING THE COMMUNITY

A. POPULATION DATA FOR THE SCHOOL COMMUNITY (See "Definitions" on page 18)

Year to which information applies: 19______

Describe the area included within your community:

1. Total population this year (census date ______) . . . . ______
2. Total population last census (census date ______) . . . . ______
3. Number of youth of secondary school age in the community . . . . . . ______
4. Number of secondary schools of all types in this community and enrollment:

	No. of Schools	Total Enrollment
Public		
Church-related		
Nonpublic, non–church-related		
Total		

5. Enrollment in this school . . . . ______

B. OCCUPATIONAL STATUS OF ADULTS

Describe briefly the general character of employment of adults in the community. If the school is *publicly* supported, recent census data of the supporting district may be satisfactory. If the school is *nonpublic*, a summary of occupations of parents of present students will be helpful.

C. EDUCATIONAL STATUS OF ADULTS

Describe, in general, the extent of the formal education of parents and other adults in the community. If recent census reports are not available, an estimate should be made by those who know the community well.

D. ECONOMIC CLIMATE

Explain any changes in the economic development of the community within the past ten years.

E. BACKGROUND AND AFFECTIVE CHARACTERISTICS

1. Approximate percent of enrollment in this school classified as rural (in open country or in towns of fewer than 2,500 population) . . . . ________%
2. Percent of students in this school transported at public expense . . . . ________%
3. Describe the school population with respect to racial and ethnic backgrounds. Include any changes that have taken place in the last five to ten years or that appear probable in the near future.

4. Describe the feelings of the students about their school and their fellow students. (This subject should be explored with the students for their answers.)

F. COMPOSITION OF THE COMMUNITY

Describe any important characteristics of the community which are related to the school and its program, such as languages spoken in the home, national origins of students or parents, nature of neighborhoods, cultural interests, and stability of population.

G. FINANCIAL RESOURCES—PUBLIC SCHOOLS

A brief financial statement may be attached if there is more than one school in the district, or if for some other reason the information is not readily available.

Fiscal year to which information applied: 19____

	Amount
1. Expenditure (not including capital outlay) of this secondary school per student in average daily attendance	$________
2. Assessed valuation of the school district	$________
3. Approximate percent assessed valuation is of true valuation	________%
4. Assessed valuation per youth of secondary school age in the school district	$________
5. Percent of funds from tuition students enrolled in this school	________%
6. Percent of funds obtained from:	
a) Local taxation	________%
b) State sources	________%
c) Federal sources	________%
d) Other sources	________%

H. FINANCIAL RESOURCES—NONPUBLIC SCHOOLS

Fiscal year to which information applied: 19____
(Attach summary statement of Income and Expenditures)

1. Tuition charges Day $__________. Boarders $__________
2. Percent of student body receiving financial aid __________%
3. Total value of financial aid (including work scholarships) $__________
4. Percent student aid is of total tuition income __________%
5. Total replacement value of school plant (including grounds) $__________
6. Total value of endowment and similar funds:
    - *a*) Endowment (approximate market value) $__________
    - *b*) Reserves including contingency funds $__________
    - *c*) Total $__________
7. Income from tuition $__________
8. Income from endowment $__________
9. Income from gifts $__________
10. Legal description of status of school ______________________________
11. Additional information about financial resources ______________________________
12. Where does the school keep the most recent audit report or financial statement?

III. COMMUNITY AGENCIES AFFECTING EDUCATION

List and describe those community agencies affecting the education of students. Indicate any cooperative arrangements of agencies with the school. The purpose is to identify the agencies that are having a significant influence on education programs rather than to provide an exhaustive list of all resources.

The list may include categories such as educational (libraries, colleges, etc.), recreational, cultural, youth-serving, professional, religious, commercial, labor, health, and service organizations.

SECTION 3

Philosophy and Objectives

NAME OF SCHOOL ______________________________ DATE ______________

Prepared by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance,
rejection, or modification. Please feel free to make changes.

The philosophy of a school is a framework of basic principles of education that express the staff's convictions on such essential points as the scope of the school's responsibility for the education of youth, the nature of the educative process, the characteristics and needs of the students whom it seeks to serve, the content and methods of instruction, desirable types of student activities, and the outcomes to be attained. If the philosophy and objectives are to be functional, all members of the staff should participate in their formulation, rather than merely endorse a statement that they had no part in developing. A school may wish to consult or involve students and patrons in the development of the school's philosophy and objectives. The objectives of the school should be specific aims stated in harmony with the school's philosophy. They are tangible guidelines for the school's future position.

Each school or unified group of schools should determine and develop its own educational philosophy, so long as this is consistent with the principles of American democracy and consistent within itself.

In a school evaluation, the philosophy and objectives of the school bear the same relation to the evaluative procedures as they do to the operation of the school. The evaluation is a set of judgments upon the extent to which the school is actually accomplishing what it is properly trying to accomplish. During the self-evaluation, the staff studies every policy, every program, every attitude and procedure, measuring each of them against the accepted philosophy and objectives and against the nature and needs of the students.

The staff first studies the characteristics of the school and community and the statement of philosophy and objectives. The members of each subcommittee attempt to understand the objectives and to enter into their spirit. They judge each phase of the school's program as described in the checklists and evaluations. They consider how well each practice conforms to the philosophy and objectives and how appropriate it is for these students. Thus, they evaluate the effectiveness of the school's efforts to fulfill its purposes.

If a visiting committee is used, it first studies the characteristics of the students served and the statement of philosophy and objectives. The members of the committee attempt to understand the philosophy and to enter into its spirit. For the duration of the visit they try to put their own philosophy into the background and to accept as their own for the time being what the school staff has given as the philosophy and objectives of the school. They judge each phase of the school's program as described in the checklists and evaluations and verified by the committee's observations. They consider how well each practice conforms to the philosophy and objectives and how appropriate it is for these students. Thus, they evaluate the effectiveness of the school's efforts to fulfill its purposes.

EVALUATIVE CRITERIA
Fourth Edition

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I. STATEMENTS OF PHILOSOPHY AND OBJECTIVES

The philosophy and the objectives of a school cannot be divorced. The philosophy is more than a statement of objectives or changes that the school seeks to achieve in the behavior of students. It is an expression of fundamental beliefs concerning the role of the school in society, its responsibility in providing educational opportunities, the nature of the educative processes, and the scope and relationships of services that are regarded as essential in attaining objectives.

The Statement of Philosophy

One approach to the task of formulating a statement of philosophy is for the staff to consider pivotal questions concerning the direction, scope, and processes of the educational program.

The following questions illustrate types of queries that may serve this purpose. They are suggested for study and discussion, and not as the sole means of structuring a school's philosophy.

1. What are the responsibilities of the school to the community; of the community to the school?
2. What are the common concerns of students, regardless of the differences among them in academic capacity?
3. How does the school identify individual differences, abilities, and capacities, and how does it adjust methods, materials, and programs to foster individual development?
4. What is a desirable relationship between student and student, student and teacher, teacher and administrator, administrator and community?
5. How does the school identify the changes occurring in American society? How does it best equip students to understand and react to them now and in the future?

These questions are intended to suggest areas for consideration; *the actual content of the statement must be developed cooperatively by the staff. The final statement will be an outgrowth of the thought and discussion of all concerned.* Approval of the superintendent and the board of control may be sought before the philosophy is finally accepted.

The Statement of Objectives

In preparing the statement of objectives, the staff sets forth in specific terms what it is trying to do, consistent with its statement of philosophy, to meet the needs and interests of its patrons. A statement of an objective is likely to be derived from answers to general questions such as: In regard to a specific outcome: (1) What are we (the staff) trying to do? (2) To or with whom are we attempting to achieve this outcome? How? (3) What characteristics is the school seeking to develop in its students?

Following are three hypothetical examples of statements of objectives:

1. Students share educational experiences through required courses that provide opportunities for the acquisition of skills, attitudes, values, and knowledge essential and meaningful to all.
2. Students develop an understanding of the principles of democracy, an awareness of the importance of democracy, and a desire to participate in democratic activities. The school attempts to achieve these aims through:
    a) Classroom instruction that emphasizes an understanding of democratic citizenship.
    b) Discussion of current events in the classroom.
    c) An organization that includes an active student government.
    d) Homeroom organization that is student-centered.
    e) Provision for student participation in patriotic events.
    f) Assembly programs by students.
    g) Procedures for student participation in formulating and enforcing the rules and regulations of the school community.
    h) Provision of opportunities for volunteer service in community and school activities.
3. Students develop the attitude that the individual's own efforts are highly important in realizing his potentialities. We attempt to achieve this objective through:
    a) Individual instruction.
    b) An honors program.
    c) Guidance.
    d) Cooperative work programs.
    e) Evaluation of scholastic achievement.
    f) Athletics and other extracurricular activities.

The above examples illustrate a useful form. The staff is quite at liberty to state objectives and methods in any way it sees fit.

Other sections of the *Evaluative Criteria* supply details on means for attaining the objectives and for gauging how far the school has progressed toward their attainment. But here, in Section 3, is the overview, the place to develop the broad outline of what the school is currently trying to achieve.

Another approach to formulating a statement of objectives is to draft a series of position statements on the scope and characteristics of the educational program and to seek staff and lay consensus on direction. Where do staff and patrons stand on key concepts about the nature and means of secondary education in the American social context?

Illustrative of propositions which produce a clarification of staff and patron positions are the following:

1. The curriculum, instructional program, and special services of ________ High School should be so planned and implemented in relation to the interests, talents, and future plans of students as to encourage all students to continue through to graduation on a voluntary basis.

   a) *Consensus position:* Agree______; Disagree______; Agree, with modification______.
   b) *Modification:*

2. The major emphasis of the educational program in the secondary school should be on a continuing and broadening program of general education, adapted to the characteristics of the students served, and directed primarily to developing the full potential and a maturing sense of social and civic responsibility in each student.

   a) *Consensus position:* Agree______; Disagree______; Agree, with modification______.
   b) *Modification:*

3. The instructional program should reflect good balance between the study of past cultures and consideration of contemporary works and social changes.

   a) *Consensus position:* Agree______; Disagree______; Agree, with modification______.
   b) *Modification:*

4. In addition to provisions for general education, the program of the secondary school should include not only college-preparatory work but also special opportunities for effective preparation for education beyond the high school that leads to entering employment.

   a) *Consensus position:* Agree______; Disagree______; Agree, with modification______.
   b) *Modification:*

5. In most curricular areas, classroom instruction should place major emphasis on active student involvement in such activities as problem solving, investigative procedures, exchange of ideas, planning, and evaluation as effective procedures in learning.

   a) *Consensus position:* Agree______; Disagree______; Agree, with modification______.
   b) *Modification:*

Other statements may call for an expression on such issues as the relative emphasis to be placed on the humanities and sciences, the extent to which conceptual structuring should be employed in instruction, the degree of emphasis to be placed on the deductive approach, and basis for student evaluation and promotion. If this approach of formulating position statements is used, the most beneficial result would be a summary statement, based on the philosophical statements previously formulated, that produces guidelines for direction and emphasis in specific areas of the educational program.

II. PROCEDURES FOLLOWED IN DEVELOPMENT OF PHILOSOPHY AND OBJECTIVES

In practical effect on the school program, the procedures followed in arriving at a formulation of philosophy may be of as much significance as the statement of philosophy which is developed. In the space below, indicate the procedures used by this school in developing its philosophy. The questions which follow are intended merely to be suggestive. Any significant activities in the study and development of the philosophy and objectives should be described and included.

1. Who were involved in formulating the statements presented in Part I of this section?

2. How did the staff participate in discussion and development of the statements?

3. How recent are the statements of philosophy and objectives? Are they revisions of former statements or completely new statements?

4. What sources and materials for study and discussion were most helpful in developing the statement of philosophy and objectives?

III. COMMENTS ON THE SCHOOL'S STATEMENTS OF PHILOSOPHY AND OBJECTIVES

(Space is provided below for comments relevant to the statements of philosophy and objectives.)

SECTION

Curriculum 4

NAME OF SCHOOL ____________________ DATE __________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Although the term "curriculum" may be interpreted to include all constructive learning experiences provided under the direction of the school, it is used here to designate those activities, both formal and informal, carried on in relation to planned courses of instruction. It functions through learning experiences and instructional materials from various fields of knowledge. Attempts are made to provide learning experiences that meet not only the general needs but also the specialized needs related to the unique abilities, interests, and expectations of each individual.

Instructional activities are planned to develop knowledge, understanding, attitudes, ideals, habits, and skills that are appropriate to a full life in American society. Sound teaching techniques are developed in relation to established theories of learning, new media, and recent research. It is imperative that all teachers make provisions for individual differences among students. Students are encouraged to assume as much responsibility for advancing their own learning as their maturity permits.

Continuous evaluation of the curriculum is needed to determine the degree to which the instructional objectives are being achieved, as well as the appropriateness of the curriculum design. The procedures for developing improvements in the curriculum should be flexible and should encourage change and innovation where appropriate. Professional leadership, widespread faculty involvement, and adequate material resources assure a commitment to continuous evaluation and improvement of the curriculum.

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. OFFERINGS

A. ORGANIZATION AND EXTENT OF OFFERINGS

NOTE: In column 1, enter under the appropriate field the titles of courses offered. In column 2, indicate by *Yes* or *No* whether the course is required. In column 3, enter the grade or grades in which the course is offered; if it is ungraded, record *U*. Attach a copy of the Program of Studies.

1 FIELD AND COURSE	2 REQ.	3 GRADE(s)	1 FIELD AND COURSE	2 REQ.	3 GRADE(s)	1 FIELD AND COURSE	2 REQ.	3 GRADE(s)
Example: AGRICULTURE Voc. Agric. I	No	9, 10						

Continued on next page

1 Field and Course	2 Req.	3 Grade(s)	1 Field and Course	2 Req.	3 Grade(s)	1 Field and Course	2 Req.	3 Grade(s)

Total number of required courses______

Total number of elective courses______

Ability Groupings

Courses Where Grouping Occurs	Grade at Which Grouping Is Carried On	Number of Levels Used	Factors Used in Grouping
Example: English I	9	4	Reading, grades, IQ, teachers

Evaluations

a) How adequate and appropriate are offerings for the youth of the community? . . . . na 1 2 3 4

b) How well do offerings contribute to attainment of the stated objectives of the school? . . . . . na 1 2 3 4

c) How well balanced are offerings in relation to the needs of students and the community? . . . . na 1 2 3 4

B. ORGANIZATION OF OFFERINGS

Checklist

The pattern of course offerings and special arrangements:

1. Implements the principles and objectives of the school. . . . . na 1 2 3 4
2. Has been developed out of an analysis of the educational needs of youth. . . . na 1 2 3 4
3. Provides organized sequences of courses. na 1 2 3 4
4. Provides for students at different ability levels and with differing needs. . . . na 1 2 3 4
5. Provides a flexibility in time allotments. na 1 2 3 4
6. Implements a balanced and appropriate program. . . . . na 1 2 3 4
7. Provides for special interests and talents of students. . . . . na 1 2 3 4
8. Is assessed periodically to determine needed changes. . . . . na 1 2 3 4
9. na 1 2 3 4

Supplementary Data

1. Describe briefly all types of team teaching arrangements.

2. Describe briefly any flexible scheduling practices.

Continued on next page

B. ORGANIZATION OF OFFERINGS—Continued

Supplementary Data—Continued

3. List the fields of study or courses for which the following are available:

a) Ability-grouped *sequences*

b) Remedial programs

c) Programs for the academically talented

(1) Advanced placement

(2) Honors courses

(3) Advanced seminars

d) Ungraded classes

e) Summer school

f) Television

g) Programed materials

h) Teacher aides

i) Departmental learning laboratories

j) Correspondence study

k) Team teaching

l) Large-group arrangement

B. ORGANIZATION OF OFFERINGS—Continued

m) Small-group arrangement	*n*) Independent study	*o*) Other
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________
__________	__________	__________

Evaluations

a) *How well does the curricular pattern serve the common needs of all students?* . . . . na 1 2 3 4

b) *How well do offerings serve different ability levels and needs?* . . . . na 1 2 3 4

c) *How well does the pattern of offerings provide for sequential study?* . . . . na 1 2 3 4

d) *How well is the program of offerings organized so that each student has opportunity, under guidance, to plan a balanced educational program?* . . . . na 1 2 3 4

e) *How responsive is the program to change?* . . . . na 1 2 3 4

Comments

II. CLASSROOM PROCEDURES

This section summarizes general characteristics of instructional activities in all areas of the program of studies. Instructional activities related to specific fields of study are considered in the subsections related to the respective fields.

Checklist

1. Instruction is planned to contribute to the school's objectives. . . . . . na 1 2 3 4
2. Instruction in each course is directed toward clearly formulated, comprehensive objectives that have been cooperatively developed and adopted by the appropriate authority. . . . . na 1 2 3 4
3. There is evidence of careful planning and preparation by the teachers for motivation of the students. . . . . na 1 2 3 4
4. Student purposes are served through the identification of their needs and interests and the use of their experiences in the planning and direction of instructional activities. . . . . na 1 2 3 4
5. Extensive use of varied educational media, through the library and other sources, characterizes the school's instructional activities. . . . . . . na 1 2 3 4
6. Instruction is individualized through such techniques as grouping of students with particular needs, differentiated assignments, and single-student instruction. . . . . na 1 2 3 4
7. Community resources are used to enrich the instructional program. . . . na 1 2 3 4
8. Teachers work cooperatively, under responsible leadership, in coordinating instruction. . . . . na 1 2 3 4
9. There is indication that the teaching of content material is looked upon as a means to education, rather than as an end in itself. . . . . na 1 2 3 4
10. Most of the activities in the representative classroom are student centered, with wide student involvement. . . . . na 1 2 3 4
11. In its furnishings, equipment, and arrangements, the classroom has the attributes of a laboratory for learning. . na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) *How adequate is the planning and preparation for instruction?* . . . . na 1 2 3 4

b) *How adequate is instruction in its general characteristics to meet the particular needs of individual students in the school?* . . . . na 1 2 3 4

c) *How adequate is instruction in its general characteristics to meet the common needs of all students in the school?* . . . . na 1 2 3 4

d) *To what extent is a variety of instructional materials used?* . . . . na 1 2 3 4

e) *To what extent are community resources used?* . . . . na 1 2 3 4

f) *To what extent is instruction related to course objectives?* . . . . na 1 2 3 4

g) *How good is the quality of instructional activities throughout the school?* . . . . na 1 2 3 4

h) *How satisfactorily is factual knowledge treated as the means to, rather than the end of, education?* . na 1 2 3 4

i) *To what extent do classroom procedures permit students to share in the planning, the implementation, and the evaluation of their learning experiences?* . . . . na 1 2 3 4

Comments

III. CURRICULUM DEVELOPMENT PROCEDURES

Curriculum development activities include both those conducted within the school and those of larger educational units, such as city, district, county, and state agencies, when these contribute to the development of the school's curriculum. All of these activities should be considered in the checklists and evaluations of this division.

Checklist

1. Curriculum development procedures include analysis of student needs, community needs, and the relationship of these to needs of the total society. . . . . na 1 2 3 4
2. The local staff members make use of national, regional, and state resources for curriculum development. . . . . . na 1 2 3 4
3. All staff members have the opportunity to participate in curriculum development processes that include consideration both of sequential progression within specific disciplines and of the total curriculum of the school. . . . na 1 2 3 4
4. Curriculum development procedures provide for the development of new content. na 1 2 3 4
5. Teachers are relieved of other assignments to assist in curriculum development. . . . . na 1 2 3 4
6. Funds are provided for curriculum planning and development. . . . . . na 1 2 3 4
7. Parents and other community lay leaders are involved in curriculum development activities. . . . . na 1 2 3 4
8. Suggestions of students are considered in curriculum development. . . . . na 1 2 3 4
9. Professional consultants are used in curriculum development procedures. . . na 1 2 3 4
10. Curriculum development within the school is coordinated with that of the district or other larger units. . . . na 1 2 3 4
11. Curriculum development procedures provide for the evaluation of student growth. . . . . na 1 2 3 4
12. Provision is made for interdisciplinary communication leading to coordination, integration, and articulation of subject areas. . . . . na 1 2 3 4
13. Curriculum development provides for the incorporation of new knowledge of learning procedures. . . . . . . na 1 2 3 4
14. Curriculum development procedures include the use of (place a check in front of those used): . . . . na 1 2 3 4
    - ___ Follow-up studies of all students who have left school.
    - ___ Analysis of reasons for student failures.
    - ___ Study of curricular materials used in other schools.
    - ___ Study of reports of research.
    - ___ Continuous evaluation of the educational program.
    - ___ Studies of the community served by the school.
    - ___ Experimentation with new materials and procedures.
    - ___ Publications of state departments of education and of state, regional, and national organizations and agencies.
    - ___ ______________________
15. na 1 2 3 4

Supplementary Data

1. Indicate your organizational pattern and procedures for curriculum development.

Evaluations

a) *To what extent has the staff participated in curriculum development?* . . . . na 1 2 3 4

b) *To what extent are resources such as materials and specialists* available *for use in curriculum study?* na 1 2 3 4

c) *To what extent are resources such as materials and specialists used in curriculum study?* . . . . na 1 2 3 4

d) *To what extent do curriculum development procedures recognize the needs of students and the community served?* . . . . na 1 2 3 4

Comments

IV. EVALUATIVE PROCEDURES

In this section, the methods of evaluating the curriculum are to be summarized.

1. What procedures does the school use to evaluate the total curriculum in light of the objectives stated in Section 3, "Philosophy and Objectives"?

2. How well are stated objectives being met as determined from observed student behavior?

3. How and to what extent does the staff acquire knowledge of the characteristics of individual students (e.g., through the results of standardized tests; studies of interests, attitudes, peer group relations, family background, and future plans)? How does the staff use such information?

4. Describe the achievement testing program of the school and how it is used to evaluate and improve the curriculum.

5. *a*) What follow-up studies of former students (graduates and dropouts) are currently being conducted?

***b*) Attach outlines of recently completed follow-up studies and summarize briefly significant findings as they relate to the curriculum.**

_c_) Outline projected follow-up studies.

IV. EVALUATIVE PROCEDURES—Continued

6. How do organizational devices such as the master schedule, individual student schedules, and course outlines reflect staff efforts to implement objectives of the school's curriculum?

7. *a*) How do students participate in evaluative procedures?

b) How are the students and parents kept aware of student progress?

8. *a*) How and to what extent are all teachers involved in evaluating the broad objectives and design of the school's curriculum?

b) How do teachers evaluate the effectiveness of their own teaching?

c) What methods other than the above are used to evaluate teacher effectiveness?

Continued on next page

IV. EVALUATIVE PROCEDURES—Continued

9. *a*) How do laymen participate in an organized and constructive effort to cooperate with the professional staff in evaluating the curriculum?

   b) List some constructive suggestions from laymen in the community that have resulted in changes in the curriculum within the past four or five years.

10. *a*) To what extent is professional research and experimentation being used to evaluate the school's curriculum?

    b) What are some specific changes made in the school's curriculum in recent years that have been based on professional research and experimentation?

V. GENERAL EVALUATIONS

Evaluations

a) *To what extent does the curriculum meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the curriculum consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in the curriculum and seeking their solution?* . . na 1 2 3 4

SECTION

Agriculture 4-1

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Vocational-technical instruction in agriculture should effectively and efficiently lead interested youth and adults to acquire knowledge, skills, attitudes, and abilities that provide preparatory education for purposeful employment and supplementary education for advancement in agriculture and agriculture-related occupations. Inasmuch as farming—agricultural production—is only one aspect of the broad field of agriculture, the word "agriculture" is used in this section to include the many facets of activities that encompass the agricultural economy. Seven major program areas for which instruction may be provided are: (1) agricultural production, (2) landscape horticulture, (3) agricultural mechanization, (4) agricultural products, (5) agricultural supplies, (6) agricultural resources, and (7) forestry.

Admission of a student to the program should not be restricted by his intellectual abilities or his socioeconomic level. Nor should the time required for instruction restrict the enrolled student's right to elect courses outside the agriculture program that are prerequisite to college entry. In the general education phase of the program, students explore the field without necessarily planning to work in agricultural occupations. The objectives of instruction should be clearly defined.

The program of agricultural education is both in line with the school's philosophy and objectives and based on careful analyses of the needs of students, the community, the state, and the nation. The program is a cooperative enterprise using both the facilities of the school and the resources of the area. A desirable balance is maintained among the instructional activities in conformity with the school's offerings and the individual student's needs and capabilities. The courses of study are structured to permit students to elect units of instruction in different departments that will lead to occupational proficiency.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the agriculture department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. Systematic and organized instruction is made available to youth and adults of the community through courses in vocational agriculture. . . . . na 1 2 3 4
2. Efforts are made to give prospective vocational agriculture students a clear understanding of the purposes and nature of the program before they are enrolled. . . . . na 1 2 3 4
3. An advisory council assists the staff in continuous planning and evaluation of the program. . . . . na 1 2 3 4
4. Classroom instruction and agricultural practice are closely integrated to meet the needs of, and the differences among, individuals. . . . . na 1 2 3 4
5. The staff is employed on a twelve-month basis so as to be able both to instruct and to act as consultants to students, out-of-school youth, and adults on their projects and programs. . . . . . na 1 2 3 4
6. Each full-time teacher has a minimum of one planning period daily. . . . na 1 2 3 4
7. Future Farmers of America activities are available to extend learning in both the classroom and the agricultural practice phases of the high school program. na 1 2 3 4
8. The agricultural program contributes to the school's accepted philosophy of education. . . . . na 1 2 3 4
9. The agricultural program is an integral part of the total educational program. . na 1 2 3 4
10. Instruction in agriculture is correlated with other subject areas. . . . . na 1 2 3 4
11. Teachers from the various grade levels plan together to develop a sequential program in agriculture. . . . . . na 1 2 3 4
12. Teachers of the same grade level plan together to develop the agriculture program at that level. . . . . . . na 1 2 3 4
13. na 1 2 3 4

Supplementary Data (Fill in the following table for all courses in agriculture.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes

Evaluations

a) *To what extent is vocational agriculture education serving the needs of all students who can benefit from such training?* . . . . na 1 2 3 4

b) *How satisfactorily do time allotments for vocational agriculture meet instructional needs?* . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

Education in vocational agriculture:

1. Is based on analyses of student needs, occupational opportunities, an advisory committee's suggestions, and the agricultural problems of the community, state, and nation. . . . . na 1 2 3 4
2. Provides the basis for advancement in agricultural occupations, including advanced study in agriculture. . . . . na 1 2 3 4
3. Provides instruction in production of a variety of appropriate agricultural products. . . . . na 1 2 3 4
4. Provides instruction in marketing and distribution of agricultural products. . na 1 2 3 4
5. Provides instruction in budgeting, record-keeping, record analysis, marketing, and other farm management procedures. na 1 2 3 4
6. Provides instruction in the maintenance and conservation of soil and other natural resources. . . . . na 1 2 3 4
7. Provides an opportunity to develop competencies in mechanical skills needed in agricultural occupations. . . . . . na 1 2 3 4
8. Provides opportunity to study economic problems and principles related to agriculture, such as regulatory statutes, government policy, taxation, and consumer grades of quality. . . . . . na 1 2 3 4
9. Provides opportunities for experiences in both farming and agriculture-related occupations. . . . . na 1 2 3 4
10. Offers a variety of meaningful learning activities in the classroom, shop, greenhouse, nursery, and other laboratories which supplement the cooperative occupational experiences of the student. . . na 1 2 3 4
11. Provides instruction in selection, safe operation, and maintenance of agricultural power equipment. . . . . . na 1 2 3 4
12. Provides opportunity for students to learn about agricultural organizations and their activities and public services available to those engaged in agriculture. . . . . na 1 2 3 4
13. Provides specialized instruction in landscape horticulture. . . . . na 1 2 3 4
14. Provides opportunity to study civic and social problems related to urban, suburban, and rural living. . . . . . na 1 2 3 4
15. Provides opportunity for instruction in the testing and grading of agricultural products and supplies for quality control. . . . . na 1 2 3 4
16. Provides opportunity to develop students' leadership abilities for community, state, and national needs in agriculture. . . . . na 1 2 3 4
17. na 1 2 3 4

Evaluations

a) *How adequate is the* variety *of offerings?* . . . . na 1 2 3 4

b) *How adequate is the* quality *of offerings?* . . . . na 1 2 3 4

c) *To what extent are the various offerings in vocational agriculture organized into a unified program?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Instructional space provides for the variety of classroom, library, laboratory, and agricultural mechanics activities required by the program. na 1 2 3 4
2. A laboratory has appropriate testing apparatus and equipment. na 1 2 3 4
3. The agricultural mechanics shop adjoins or is near the classroom. na 1 2 3 4
4. Classrooms are equipped with demonstration facilities. na 1 2 3 4
5. Shops are so located as to minimize disturbance to other classes. na 1 2 3 4
6. Classroom, shop, and laboratory facilities are of sufficient size to meet instructional needs. na 1 2 3 4
7. An office area is provided for keeping records and for consultation and administration. na 1 2 3 4
8. Storage facilities are available for equipment and materials. na 1 2 3 4
9. Audio-visual equipment is available. na 1 2 3 4
10. Adequate provisions are made for using visual aids, including ventilating and darkening the room and projecting the visuals. na 1 2 3 4
11. A display or exhibit area is provided. na 1 2 3 4
12. Duplicating equipment, business machines, and telephone are available. na 1 2 3 4
13. Work stations are provided according to class size. na 1 2 3 4
14. The necessary safety equipment is provided. na 1 2 3 4
15. A land laboratory is provided for production agriculture experiences where community needs evidence feasibility. na 1 2 3 4
16. Custodial service is provided for the greenhouse and nursery facilities. na 1 2 3 4

The agricultural mechanics shop is equipped with appropriate:

17. Hand tools and power tools for a variety of agricultural operations. na 1 2 3 4
18. Power-operated machines adequate in size, quality, and quantity to meet instructional needs. na 1 2 3 4
19. Welding (gas and electric) equipment. na 1 2 3 4
20. Equipment and tools for instruction in power machinery. na 1 2 3 4
21. Equipment, tools, and supplies for instruction in agricultural structures and materials, including concrete, paint, metal, wood, wood products, plastics, and related materials. na 1 2 3 4
22. Equipment and tools for instruction in electricity. na 1 2 3 4
23. Equipment and tools for study of farm drainage, sanitation, and water supply. na 1 2 3 4
24. Washing facilities that are supplied with hot and cold water. na 1 2 3 4
25. Lighting for work requirements. na 1 2 3 4
26. Ventilation equipment for shop and laboratory. na 1 2 3 4
27. Exhaust equipment for all fumes that may constitute a health hazard. na 1 2 3 4
28. Safety equipment. na 1 2 3 4

The greenhouse and nursery are equipped with the following:

29. Benches and automatic heating, lighting, ventilating, and watering controls for each section of the greenhouse. na 1 2 3 4
30. At least one outside and one inside entrance. na 1 2 3 4
31. A headhouse that is located adjacent to the greenhouse. It includes adequate bench space, a walk-in refrigerator, and a soil preparation and storage room. na 1 2 3 4
32. A separate classroom of adequate size for the largest class enrolled which is located adjacent to the headhouse, greenhouse, and agricultural shop. na 1 2 3 4
33. A lathhouse with a minimum of 60 square feet of space per student enrolled. na 1 2 3 4
34. A sash house with a minimum of 100 square feet of space per student enrolled. na 1 2 3 4
35. Cold frames with a minimum of 10 square feet of space per student enrolled. na 1 2 3 4
36. Up to five acres of land area for the school nursery. na 1 2 3 4
37. Adequate storage facilities for equipment and tools. na 1 2 3 4
38. Adequate equipment and tools for teaching the courses offered. na 1 2 3 4
39. na 1 2 3 4

Continued on next page

III. PHYSICAL FACILITIES—Continued

Evaluations

a) *How adequate is the size of* classrooms and laboratories? . . . . na 1 2 3 4

b) *How adequate is the size of the* agricultural mechanics shop? . . . . na 1 2 3 4

c) *How adequate is the* amount *of classroom-laboratory equipment?* . . . . na 1 2 3 4

d) *How adequate is the* quality *of classroom-laboratory equipment?* . . . . na 1 2 3 4

e) *How adequate is the* amount *of agricultural mechanical equipment and tools?* . . . . na 1 2 3 4

f) *How adequate is the* quality *of agricultural mechanical equipment and tools?* . . . . na 1 2 3 4

g) *How adequate are the provisions for safety?* . . . . na 1 2 3 4

h) *How adequate are the facilities and equipment of the greenhouse and nursery?* . . . . na 1 2 3 4

i) *How adequately are the facilities planned, organized, and used?* . . . . na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

The vocational agriculture staff members:

1. Are certified to teach the courses to which they have been assigned. . . . na 1 2 3 4
2. Have had occupational experience, including operational and managerial responsibilities. . . . . na 1 2 3 4
3. Have preparation in basic biological sciences. . . . . na 1 2 3 4
4. Have preparation in basic physical sciences. . . . . na 1 2 3 4
5. Have preparation in basic earth science. na 1 2 3 4
6. Have preparation in such applied plant sciences as field crops, forage crops, and horticultural crops. . . . . na 1 2 3 4
7. Have preparation in such applied animal sciences as animal husbandry, dairying, and poultry. . . . . na 1 2 3 4
8. Have preparation in the problems of plant and animal diseases. . . . . na 1 2 3 4
9. Have preparation in rural social sciences —agricultural economics, farm management, and rural sociology. . . . . na 1 2 3 4
10. Have preparation in soils and conservation. . . . . na 1 2 3 4
11. Have preparation in agricultural mechanics, including power and machinery, structures, electricity, agricultural mechanics shop, and soil, water, and natural resources conservation. . . . . na 1 2 3 4
12. Have preparation in general and professional education, including general and special methods of teaching agriculture. . . . . na 1 2 3 4
13. Have preparation in the area of public relations. . . . . na 1 2 3 4
14. Have knowledge of laws and regulations affecting agriculture and agricultural education. . . . . na 1 2 3 4
15. Have had experience in conducting Future Farmers of America activities and working with youth and adult groups. na 1 2 3 4
16. Continue in-service education through formal study and other professional activities. . . . . na 1 2 3 4
17. Maintain an active interest in professional advancement, including participation in educational organizations. . . na 1 2 3 4
18. Participate in deciding upon agriculture courses and planning their content. . . na 1 2 3 4
19. Are currently informed about occupational needs and are personally acquainted with farmers and agricultural businessmen in the community. . . . na 1 2 3 4
20. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in agriculture:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in agriculture:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in agriculture of each staff member (attach sheets, if necessary).

Evaluations

a) *How adequate is the* preparation *of the staff?* . . . . na 1 2 3 4

b) *How adequate is the agricultural* experience *of the staff?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction for the ***high school*** group is directed toward clearly formulated objectives that are appropriate for this group. . . . . na 1 2 3 4
2. Instruction for *out-of-school youth and adults* is directed toward clearly formulated objectives that are appropriate for these groups. . . . . na 1 2 3 4
3. Careful planning and scheduling for both class instruction and applied activities are evident. . . . . na 1 2 3 4
4. Planned instruction is available during each month of the calendar year. . . na 1 2 3 4
5. Students are provided opportunities to participate in planning their activities within the framework of established procedure. . . . . na 1 2 3 4
6. Instruction is correlated with agricultural experiences of students. . . . na 1 2 3 4
7. Opportunities are provided for a variety of experimental and testing activities. . na 1 2 3 4
8. Audio-visual aids, field trips, and demonstrations and other instructional aids are used appropriately. . . . . . na 1 2 3 4
9. Students enrolled in high school vocational agriculture have an opportunity to participate in the student activities program. . . . . na 1 2 3 4
10. Students with aptitude for agriculture have counseling available about possibilities of continuing in advanced agriculture courses in high school. . . . . na 1 2 3 4
11. Students with aptitude for agriculture have counseling available about possibilities of continuing postsecondary agriculture study. . . . . na 1 2 3 4
12. Cooperative occupational experience supervised by the teacher is available to students to supplement classroom instruction. . . . . na 1 2 3 4
13. Classroom, shop, greenhouse, nursery, and other laboratory activities reflect current problems of the occupations in which students are being placed for experience. . . . . na 1 2 3 4
14. na 1 2 3 4

Evaluations

a) *How adequately have the instructional activities been planned?* . . . . na 1 2 3 4

b) *How well are instructional activities adapted to the needs of individual students?* . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Current agricultural reference books and materials are provided in a wide range of difficulty and variety. . . na 1 2 3 4
2. U.S. Government and state agricultural publications, as well as materials issued by commercial publishers, are provided. na 1 2 3 4
3. Periodicals, catalogues, and pamphlets are accessible to students. . . . . . na 1 2 3 4
4. Teaching units, resource units, and study guides are available for use in instruction. . . . . na 1 2 3 4
5. Farm planning, budgeting, record-keeping, and analysis materials are available for the experience programs of high school and adult students and out-of-school youth on enterprise and whole-farm basis. . . . . na 1 2 3 4
6. Tackboards are used for display of a variety of materials that are current and appropriate. . . . . na 1 2 3 4
7. A variety of suitable specimens and agricultural exhibit materials are available. . . . . na 1 2 3 4
8. The instructional materials contain information and suggestions regarding practical work experiences. . . . . na 1 2 3 4
9. Materials for instruction are organized efficiently. . . . . na 1 2 3 4
10. There is a plan for replacing materials, tools, and equipment which are used for instruction in classroom, laboratory, and agricultural shops. . . . . na 1 2 3 4
11. Audio and visual aids to instruction are available. . . . . na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) *How adequate is the* variety *of instructional materials?* . . . . na 1 2 3 4

b) *How adequate is the* quality *of instructional materials?* . . . . na 1 2 3 4

c) *How adequate is the* quantity *of instructional materials?* . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation is an integral part of instruction. na 1 2 3 4
2. Evaluation places emphasis upon the growth of the individual toward appropriate goals and objectives. na 1 2 3 4
3. Agricultural mechanics activities are evaluated in relation to the nature of the job and the standards of workmanship applied. na 1 2 3 4
4. Results of evaluation are used in determining the appropriateness of objectives and in planning further instruction. na 1 2 3 4
5. Classwork, agricultural mechanics activities, and field work are evaluated by planned procedures. na 1 2 3 4
6. Class members participate in the evaluation of their own achievement. na 1 2 3 4
7. Records are kept of the evaluation of practical work of class members. na 1 2 3 4
8. Achievement is evaluated in terms of individual aptitudes and abilities and within the limits of facilities available. na 1 2 3 4
9. Follow-up data are used in planning and revising the curriculum. na 1 2 3 4
10. Examinations are used for both diagnosis and evaluation. na 1 2 3 4
11. Evaluation allows for the time required for achieving occupational objectives in agriculture. na 1 2 3 4
12. Teachers use evaluation results as one index of their own teaching effectiveness. na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. Describe the achievement testing program in agriculture.

2. Show how this program is used to evaluate:
   - *a*) Strengths, weaknesses, and yearly growth of individual students.
   - *b*) Class achievement in terms of national or other norms.
   - *c*) Class weaknesses.

Evaluations

a) *How adequate are the evaluation activities?* na 1 2 3 4

b) *To what extent does the staff use evaluation results in analyzing the effectiveness of instruction?* na 1 2 3 4

c) *To what extent do evaluation procedures identify students of unusual promise in the field of agriculture?* na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

To what extent does the agriculture program contribute to:

a) The entry and advancement of youth and adults in agricultural occupations, vocations, services, and enterprises? na 1 2 3 4

b) The development of the interest of young people in the opportunities that are available in the field? na 1 2 3 4

c) The fulfillment of training requirements, the acquisition of competencies, and actual employment necessary for success in agricultural occupations? na 1 2 3 4

d) The creation of a more acceptable home and community environment? na 1 2 3 4

e) The economy of the area? na 1 2 3 4

f) The continuing educational needs of persons in the community interested in agriculture? na 1 2 3 4

g) A better informed membership and more competent leadership in agricultural organizations and cooperative associations? na 1 2 3 4

h) The safety education of persons who daily handle dangerous farm equipment, animals, and farm chemicals? na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE AGRICULTURE PROGRAM

1. In what respects is the agriculture program most satisfactory and commendable?

2. In what respects is the agriculture program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the agriculture program.

VII. GENERAL EVALUATION OF INSTRUCTION IN AGRICULTURE

Evaluations

a) *To what extent does the instruction in agriculture meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in agriculture consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in agriculture instruction and seeking their solution?* na 1 2 3 4

SECTION

Art (Including Crafts) 4-2

NAME OF SCHOOL ____________________ **DATE** ____________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

There should be some evidence indicating that the influence of the art program is felt by the entire student body. The program is to be thought of as more than courses and activities confined to an art workroom. Art can challenge the creative power of all students. It will seek to have all students know of the relationship of art to every important aspect of daily living. Art can help all students: to develop a keener awareness of aesthetic values; to develop manipulative and organizational skills in expressing ideas, feelings, and moods; to explore personal interests and aptitudes; to acquire a knowledge of man's visual art heritage for the purpose of building an understanding of our culture in relation to other times and places; to become involved in and respond to visual art experiences; to make sound visual judgments suited to their maturity level; to develop sensitive discrimination in the use of art at home, in school, and in the community.

NOTE: *Before proceeding with work on this section,* prepare and attach as part of the section a list of the major goals of the art program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. A fundamental art course is available to all students. na 1 2 3 4
2. There is flexibility in the organization and scheduling of art classes. na 1 2 3 4
3. Class sizes are appropriate in relation to nature of course offerings. na 1 2 3 4
4. The assignments of staff reflect the strengths of their professional qualifications. na 1 2 3 4
5. A budget is provided for supplies, tools, and equipment. na 1 2 3 4
6. Time is provided for interdisciplinary planning with teachers of other subjects. na 1 2 3 4
7. Facilities and instruction beyond regularly scheduled classes are available to interested students. na 1 2 3 4
8. Innovative programs that reflect the unique qualifications of the departmental staff are undertaken. na 1 2 3 4
9. Facilities and staff are assigned to meet school and community needs. na 1 2 3 4
10. Supervision is provided in order to implement the art program. na 1 2 3 4
11. Individual instruction or special classes are available to the gifted student. na 1 2 3 4
12. Teachers from the different grade levels plan together to develop a sequential program in art. na 1 2 3 4
13. Teachers of the same grade level plan together to develop the art program at that level. na 1 2 3 4
14. na 1 2 3 4

Supplementary Data

1. List and describe briefly major areas of the school's art program.

2. Fill in the following table for all courses in art (including crafts).

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes

Evaluations

a) To what extent are elective courses available for all students? na 1 2 3 4

b) To what extent does the school schedule permit interested students to enroll in art courses? na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. The instructional program provides students with basic skills and understanding of concepts, media, tools, and equipment. na 1 2 3 4
2. Growth of students' design abilities is fostered by sequential learning experiences. . . . . na 1 2 3 4
3. The program provides for aesthetic self-expression in connection with services to others (for example, exhibits, publicity, and community service). . . . . . na 1 2 3 4
4. Provision is made for employing an interdisciplinary approach to the study of art. na 1 2 3 4
5. Over-all planning for the art program reflects a logical continuity toward achieving stated goals. . . . . na 1 2 3 4
6. In-depth instruction is provided in various areas of art. . . . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) How adequate is provision for breadth as well as depth of instruction in various media? . . . na 1 2 3 4

b) How well is the program adapted to meet individual needs, interests, and abilities of students? . . na 1 2 3 4

c) To what degree are art history and criticism emphasized in the program? . . . . na 1 2 3 4

d) To what degree does the student body show interest in the art program? . . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Studios have been planned to encourage individual as well as group work. . . na 1 2 3 4
2. Physical facilities include space for efficient use of audio-visual materials. . na 1 2 3 4
3. Space is provided to accommodate the various sizes of classes. . . . . . na 1 2 3 4
4. The space provided is adequate for both general art classes and classes in the various media. . . . . na 1 2 3 4
5. Tools and equipment needed for the program are available and are well maintained. . . . . na 1 2 3 4
6. Storage facilities, both general and specialized, are available and adequate. . na 1 2 3 4
7. Display facilities within the art complex are provided. . . . . na 1 2 3 4
8. Display facilities are provided in other parts of the school complex as well as in the art area. . . . . na 1 2 3 4
9. The following are provided in the rooms where they are needed (check those that are adequate): . . . . na 1 2 3 4
    - _____ Hand tools.
    - _____ Power tools.
    - _____ Work tables or benches.
    - _____ Electrical outlets.
    - _____ Gas outlets.
    - _____ Sinks.
    - _____ Sediment traps.
    - _____ Ventilation.
    - _____ Lighting.
    - _____ Easels.
    - _____ Display cases.
10. na 1 2 3 4

Evaluations

a) How adequate is physical space for breadth and depth programs in the arts? . . . . na 1 2 3 4

b) How adequate are the storage *facilities?* . . . . na 1 2 3 4

c) How adequate are the lighting *facilities?* . . . . na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the instructional staff:

1. Have earned a bachelor's degree from an accredited institution with a major in art or art education. . . . . na 1 2 3 4
2. Have met at least minimum requirements for state certification. . . . . . na 1 2 3 4
3. Demonstrate an understanding of contemporary developments in the arts. . na 1 2 3 4
4. Incorporate into their art teaching current practices and developments learned through professional activities. . . . na 1 2 3 4
5. Demonstrate awareness of students' needs through ability to stimulate and assist their best efforts. . . . . . na 1 2 3 4
6. Seek assistance of art supervisory personnel and resources. . . . . . . na 1 2 3 4
7. Are active in local, state, and national art education associations. . . . . na 1 2 3 4
8. Are conversant with research literature. na 1 2 3 4
9. Have demonstrated creative ability in art through production or teaching. . na 1 2 3 4
10. Have access to a professional library, which is maintained by the school. . na 1 2 3 4
11. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively:

a) Educational level:
Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in art:
0-11 ________
12-23 ________
24-48 ________
More than 48 ________

c) Years since last formal study in art:
0-3 ________
4-7 ________
8-12 ________
More than 12 ________

d) Previous experience in years:
0-2 ________
3-5 ________
6-15 ________
More than 15 ________

2. List areas of concentration in art of each staff member.

Evaluations

a) *How satisfactory is the* academic *preparation of the faculty?* . . . . na 1 2 3 4

b) *How satisfactory is the* professional *preparation of the faculty?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Students with artistic aptitude have counseling available on possibilities of continuing in advanced art courses in high school. na 1 2 3 4
2. Students with artistic aptitude have counseling available on possibilities of continuing postsecondary art study. na 1 2 3 4
3. Studio activities as well as lecture or seminar offerings reflect a deliberate integration of art history and criticism. na 1 2 3 4
4. Each student is expected to reflect his unique personal qualities in his work. na 1 2 3 4
5. Students are encouraged to seek out comparative relationships between contemporary design and design of the past. na 1 2 3 4
6. Opportunities are provided for students to discuss art in order to make judgments about themselves in relationship to their environment. na 1 2 3 4
7. Members of the instructional staff incorporate current practices and developments in art teaching. na 1 2 3 4
8. Instruction is directed toward clearly stated objectives in art education. na 1 2 3 4
9. Instructional activities show evidence of careful planning and preparation. na 1 2 3 4
10. Students assist in planning, conducting, and evaluating their art experiences. na 1 2 3 4
11. Work is adapted to individual and group needs, interests, and abilities. na 1 2 3 4
12. Planned field trips to places of significant art interest are made. na 1 2 3 4
13. na 1 2 3 4

Evaluations

a) *To what extent is the art program adapted to individual interests and abilities of students?* na 1 2 3 4

b) *To what degree is the development of art appreciation emphasized?* na 1 2 3 4

c) *To what extent are students encouraged to use art as a means of discovery, appraisal, exploration, and expression?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. A budget is allocated for instructional resource materials. na 1 2 3 4
2. Resources beyond the school are being explored. na 1 2 3 4
3. Provision is made to have available such materials as the following (check if available): na 1 2 3 4
    - _____ Films
    - _____ Slide reproductions
    - _____ Opaque reproductions
    - _____ Original art
    - _____ Projectors
    - _____ Cameras
    - _____ Television
    - _____ Loan exhibitions
    - _____ Laminating machines
    - _____ Art reference books
    - _____ Art periodicals
4. The above resources are effectively organized. na 1 2 3 4
5. Members of the art department select tools, supplies, and equipment on the basis of their quality. na 1 2 3 4
6. na 1 2 3 4

Evaluations

a) *How adequate are the tools, supplies, and equipment for broad and depth programs in the arts?* na 1 2 3 4

b) *How well do students relate art to other subject-matter areas in the school?* na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. The records maintained of the various kinds of art experiences are adequate to enable the department to use them for periodic evaluations. . . . . na 1 2 3 4
2. Teacher and students cooperate in establishing criteria for evaluating art. . . na 1 2 3 4
3. The work of students is evaluated in light of their individual needs, interests, and abilities. . . . . na 1 2 3 4
4. na 1 2 3 4

Supplementary Data

1. Describe, in detail, the departmental procedures for evaluating student work.

Evaluations

a) How well do evaluation procedures help students understand their progress? . . . . na 1 2 3 4

b) To what extent do evaluation procedures identify students of unusual promise in the field of art? . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) To what degree do students demonstrate creative ability within and outside the art program? . . na 1 2 3 4

b) How well do students relate art to other subject-matter areas in the school? . . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE ART PROGRAM

1. In what respects is the art program most satisfactory and commendable?

2. In what respects is the art program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the art program.

VII. GENERAL EVALUATION OF INSTRUCTION IN ART

Evaluations

a) To what extent does the instruction in art meet the needs of students as indicated in Section 2, "School and Community"?	na 1 2 3 4
b) To what extent is the instruction in art consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?	na 1 2 3 4
c) To what extent is the school identifying problems in art instruction and seeking their solution? . .	na 1 2 3 4

SECTION

Business Education 4-3

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Business education includes courses and activities designed to prepare all students for satisfactory adjustment to a complex economic society and to provide specialized vocational training for those students who expect to seek employment in business.

Basic business education provides for the development of knowledge and skills that will permit students, regardless of professional or vocational goals in life, to manage their personal business affairs and to participate intelligently in the resolution of economic problems which continually confront members of our society. The content of courses in this category is determined by the economic activities and the business problems common to most citizens.

Vocational business education is designed for students who have an aptitude for and an interest in specialized training that is devised to equip them for success in business occupations. Since the content of vocational courses is determined by the constantly changing demands of business, the skills and knowledge that should be developed are established by continuing surveys of employment opportunities and analyses of duties performed by business employees. Students are equipped with skills, knowledge, habits, attitudes, and ideals essential for achieving success in initial employment and for advancement to responsible positions. Capable and interested students are assisted in planning and preparing for additional education essential for entrance into specialized vocational positions and the assumption of management responsibilities.

NOTE: *Before proceeding with the work on this section,* prepare and attach as part of the section a list of the major goals of the business education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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INSTRUCTIONS

General

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The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

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Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

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Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. Basic business courses such as general business, consumer economics, and business law are available to all students. na 1 2 3 4
2. Vocational business education is available to all students who need and can profit from it. na 1 2 3 4
3. Typing instruction for personal or vocational use is recommended to all students. na 1 2 3 4
4. Work experience is provided for students preparing for employment in office positions. na 1 2 3 4
5. An advisory committee, representative of local business, assists in determining training needs and in coordinating the vocational and nonvocational phases of business education. na 1 2 3 4
6. The school schedule is so designed that any student may take basic business courses during his school career. na 1 2 3 4
7. Such factors as results of prognostic tests and success in English and typing are considered in advising students who wish to elect stenography. na 1 2 3 4
8. Supervision of instruction is provided by the business education department. na 1 2 3 4
9. The business education department accepts work originating outside the department *only* when such work contributes to instruction. na 1 2 3 4
10. Class size is determined by such factors as type of instruction and availability of work areas. na 1 2 3 4
11. Provision is made for helping in the placement of graduates. na 1 2 3 4
12. Specific provision is made in course offerings to meet the needs of students who wish to develop business skills and acquire a knowledge of business principles for their personal use. na 1 2 3 4
13. Sufficient vocational courses are offered to permit students to elect to prepare for employment from among stenographic, general clerical, bookkeeping, and data processing occupations. na 1 2 3 4
14. Club activities related to the field of business are available to students. na 1 2 3 4
15. Vocational business course offerings provide both terminal training and specific preparation for further highly specialized vocational training. na 1 2 3 4
16. Teachers from the various grade levels plan together to develop a sequential program in business education. na 1 2 3 4
17. Teachers of the same grade level plan together to develop the business education program at that level. na 1 2 3 4
18. Department objectives are stated in terms that are behavioral and measurable, in keeping with the diverse nature of business. na 1 2 3 4
19. Provision is made for independent study of business. na 1 2 3 4
20. na 1 2 3 4

Supplementary Data (Fill in the following table for all courses in business education.)

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Evaluations

a) To what extent is basic *business education available to all students?* na 1 2 3 4
b) To what extent is vocational *business education available to students with vocational business needs?* na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. Content of basic business courses is determined by study and analyses of the everyday needs of students and other members of the community for knowledge about business and economics. . . na 1 2 3 4
2. Vocational business offerings are based in part on surveys of local job opportunities and job analyses. . . . . . . na 1 2 3 4
3. Preparation for stenographic positions is offered. . . . . na 1 2 3 4
4. Preparation for positions involving bookkeeping is offered. . . . . . . na 1 2 3 4
5. Students specializing in vocational areas are assisted in developing at least one skill to job-standard competency. . . na 1 2 3 4
6. Vocational business education emphasizes the development of personal and social competencies necessary for successful employment. . . . . na 1 2 3 4
7. Courses emphasize the importance of ethical practices and standards for the conduct of business. . . . . na 1 2 3 4
8. Vocational business education provides an understanding of desirable employer-employee relations. . . . . na 1 2 3 4
9. Provisions are made for local business men and women to have a part in instruction. . . . . na 1 2 3 4
10. Vocational course offerings recognize that job opportunities in business can be grouped by occupational areas. . . na 1 2 3 4
11. The over-all departmental program provides for a balance among basic business, personal use, and vocational course offerings. . . . . na 1 2 3 4
12. Provision is made for students preparing for business occupations to gain meaningful experiences in either a cooperative work-experience program or a simulated office laboratory. . . . . na 1 2 3 4
13. Planning for program development includes consideration of employment opportunities, changing business practices, and analyses of duties performed by business employees. . . . . . na 1 2 3 4
14. na 1 2 3 4

Evaluations

a) How adequate is the variety *of* basic *business courses to meet needs of students?* . . . . na 1 2 3 4

b) How good is the quality *of* basic *business courses to meet needs of students?* . . . . na 1 2 3 4

c) How adequate is the variety *of* vocational *business courses to meet needs of students?* . . . . . na 1 2 3 4

d) How good is the quality *of* vocational *business courses to meet needs of students?* . . . . na 1 2 3 4

e) How adequate are the opportunities for vocational business students to practice in work situations in the school and the community? . . . . na 1 2 3 4

f) How adequate is the variety *of courses for* personal *use to meet the needs of students?* . . . . . na 1 2 3 4

g) How good is the quality *of courses for* personal *use to meet the needs of students?* . . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Rooms used for related classes and activities are grouped together. na 1 2 3 4
2. Rooms are designed and equipped for flexible arrangement suitable to the purposes of the instructional programs. na 1 2 3 4
3. The location and soundproofing of classrooms eliminate undue interference with student learning. na 1 2 3 4
4. Lavatories are readily accessible. na 1 2 3 4
5. Lighting is appropriate for the learning activities being conducted. na 1 2 3 4
6. Each student work station is appropriate for the type of work to be done. na 1 2 3 4
7. Readily accessible and ample storage facilities are provided. na 1 2 3 4
8. Space is provided for display of student work. na 1 2 3 4
9. A departmental office is provided for the instructional staff. na 1 2 3 4
10. Telephones are provided for teacher-coordinators of work programs. na 1 2 3 4
11. Appropriate audio-visual equipment is readily accessible. na 1 2 3 4
12. Equipment is maintained in effective operating condition. na 1 2 3 4
13. Facilities and equipment are comparable to those found in business. na 1 2 3 4
14. Chalkboard space is provided. na 1 2 3 4
15. Tackboard space is provided. na 1 2 3 4
16. Plans and budget provisions are made for the replacement of instructional equipment throughout the year. na 1 2 3 4
17. Provision is made for equipment inventory and maintenance records. na 1 2 3 4
18. Space and equipment are provided for students to pursue independent study. na 1 2 3 4
19. Equipment essential for providing an understanding of basic operations in data processing is available. na 1 2 3 4
20. Secretarial laboratories and simulated business offices are equipped and available for individual student use. na 1 2 3 4
21. na 1 2 3 4

Evaluations

a) *How adequate are the space provisions to meet curricular and enrollment needs?* na 1 2 3 4

b) *How well are the classrooms and laboratories arranged?* na 1 2 3 4

c) *How adequate is the* quantity *of equipment?* na 1 2 3 4

d) *How good is the* quality *of equipment?* na 1 2 3 4

e) *How adequate are provisions for the regular care and maintenance of the equipment?* na 1 2 3 4

f) *How adequate and accessible are storage facilities?* na 1 2 3 4

g) *How well does the business equipment in the classrooms compare with the equipment currently being used in business?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Each member of the business staff:

1. Has a broad preparation in general education. . . . . na 1 2 3 4
2. Has intensive preparation in the courses he teaches. . . . . na 1 2 3 4
3. Has preparation in the methods of teaching his specific field. . . . . na 1 2 3 4
4. Has had successful work experience in business. . . . . na 1 2 3 4
5. Maintains good relations with the business community. . . . . na 1 2 3 4
6. Participates in the activities of business and civic organizations. . . . . . na 1 2 3 4
7. Maintains an interest in professional advancement, including active participation in professional organizations. . na 1 2 3 4
8. Works cooperatively with teachers in other departments in coordinating instruction. . . . . na 1 2 3 4
9. Encourages students to participate in club activities related to the field of business. . . . . na 1 2 3 4
10. Understands the role and function of the business department. . . . . na 1 2 3 4
11. Participates regularly in evaluation of the business curriculum, instructional materials, and teaching methods. . . na 1 2 3 4
12. The leadership role in the department (for example, department chairman) is clearly defined. . . . . na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in business education:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in business education:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in business education of each staff member.

A. INSTRUCTIONAL STAFF—Continued

Evaluations

a) *How adequate is the preparation of the staff in* general education? na 1 2 3 4
b) *How adequate is the preparation of the staff in* basic business *subjects?* na 1 2 3 4
c) *How adequate is the preparation of the staff in* vocational business *subjects?* na 1 2 3 4
d) *How adequate is the business experience of the staff?* na 1 2 3 4
e) *To what extent do staff members keep themselves informed about current educational research and literature?* na 1 2 3 4
f) *To what extent does the staff show continued interest in professional growth?* na 1 2 3 4
g) *To what extent is the staff familiar with local business practices and needs?* na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction contributes to the general objectives of the school. na 1 2 3 4
2. Instruction is consistent with departmental objectives. na 1 2 3 4
3. Interests of students are considered in planning courses. na 1 2 3 4
4. Instruction in basic business courses includes concepts related to economic principles and information concerning current business practices. na 1 2 3 4
5. Instruction in vocational courses is directed toward students' career objectives, with consideration given to basic concepts pertaining to business organization and practice. na 1 2 3 4
6. Individual differences of students are considered in selecting course content and in planning and conducting classes. na 1 2 3 4
7. Careful planning and preparation for teaching are evident. na 1 2 3 4
8. Teaching methods used are currently recognized as the most acceptable in achieving desired outcomes. na 1 2 3 4
9. Business resource personnel of the community are used in instruction. na 1 2 3 4
10. Instruction is readily adapted to changes taking place in business. na 1 2 3 4
11. Appropriate drill activities are provided for the students. na 1 2 3 4
12. In cooperative work-experience programs, classroom work is related to on-the-job experiences of students. na 1 2 3 4
13. Efforts are made to develop in students appropriate social relationships, ethical standards, work habits, and attitudes. na 1 2 3 4
14. Students with business aptitude have counseling available on possibilities of continuing in advanced business courses in high school. na 1 2 3 4
15. Students with business aptitude have counseling available on possibilities of continuing postsecondary study. na 1 2 3 4
16. Practice is provided in locating, applying for, and being interviewed for prospective employment. na 1 2 3 4
17. na 1 2 3 4

Evaluations

a) *How adequate is the planning and preparation for instruction?* na 1 2 3 4
b) *How well is instruction adapted to the needs of individual students?* na 1 2 3 4
c) *To what extent are resources from the local business community used?* na 1 2 3 4
d) *How appropriate are the teaching methods?* na 1 2 3 4
e) *How appropriate is the content of the course offerings?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Textbooks and other instructional materials are selected by the business teachers in cooperation with the school administration. . . . . na 1 2 3 4
2. A variety of up-to-date reference books and materials are readily accessible for student use. . . . . na 1 2 3 4
3. Current issues of newspapers, magazines, and business periodicals are available. . . . . na 1 2 3 4
4. Study guides, assignment sheets, and bibliographies suited to courses offered have been prepared and are available to students. . . . . na 1 2 3 4
5. A file of supplementary materials for teachers is maintained. . . . . . na 1 2 3 4
6. Appropriate audio-visual aids are accessible. . . . . na 1 2 3 4
7. A variety of resource materials and business education professional publications are available to the teachers. . . na 1 2 3 4
8. Reading materials on different levels of complexity are used in each course. . na 1 2 3 4
9. Funds are provided so that resource units and materials can be and are kept current. . . . . na 1 2 3 4
10. na 1 2 3 4

Evaluations

a) *How adequate are the* quantity *and* variety *of instructional materials?* . . . . na 1 2 3 4

b) *How adequate is the* content *of instructional materials?* . . . . na 1 2 3 4

c) *How effectively are instructional materials organized and used?* . . . . na 1 2 3 4

d) *To what extent do resource materials reflect current professional viewpoints?* . . . . na 1 2 3 4

e) *To what extent are current professional publications available to individual members of the faculty?* na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. A continuous program of evaluation is employed to determine the extent to which established goals or objectives are being met. . . . . na 1 2 3 4
2. Evaluation is used to identify individual abilities and to serve guidance and instructional planning purposes. . . . na 1 2 3 4
3. Teachers use the results of evaluations as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly. . . na 1 2 3 4
4. Selection of evaluation instruments takes into account the objectives of instruction. . . . . na 1 2 3 4
5. Evaluation in vocational courses is made in terms of the standards required for employment. . . . . na 1 2 3 4
6. Evaluation of student achievement in cooperative programs is made jointly by school representatives and employers. . na 1 2 3 4
7. Advisory committees consisting of representatives of the business community assist in the evaluation of the educational program. . . . . na 1 2 3 4
8. Opportunity is provided for students to evaluate their own work and progress toward individual career objectives. . na 1 2 3 4
9. Follow-up studies are used to evaluate the effectiveness of instruction. . . . na 1 2 3 4
10. na 1 2 3 4

Supplementary Data

1. Describe the testing program in business education.

2. Show how this testing program is used to evaluate:
   - *a*) Strengths, weaknesses, and yearly growth of individual students.
   - *b*) Class achievement in terms of national or other norms.
   - *c*) Class weaknesses.

Evaluations

a) *How adequate are the evaluation procedures?* . . . . na 1 2 3 4

b) *To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?* . . na 1 2 3 4

c) *To what extent do evaluation procedures help the student understand the nature of his growth?* . . . na 1 2 3 4

d) *To what extent do evaluation procedures identify the special needs and abilities of individual students?* . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) To what degree are students developing desirable skills and techniques? na 1 2 3 4

b) To what degree are students developing the knowledge and understanding necessary for beginning employment? na 1 2 3 4

c) To what extent are students developing the attitudes and appreciation necessary for desirable employer-employee relationships? na 1 2 3 4

d) To what extent are students developing moral and ethical standards related to business activities? na 1 2 3 4

e) How successful are graduates in the occupations for which they were prepared? na 1 2 3 4

f) How adequately are students informed about opportunities for employment? na 1 2 3 4

g) To what extent are graduates able to make satisfactory adjustment to the continuous changes taking place in business practices, procedures, and equipment? na 1 2 3 4

h) To what extent are students enrolled in basic business courses gaining a workable understanding of the principles of economics and current business practices? na 1 2 3 4

i) To what degree are students acquiring skills and knowledge sufficient for personal use? na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE BUSINESS EDUCATION PROGRAM

1. In what respects is the business education program most satisfactory and commendable?

2. In what respects is the business education program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the business education program.

VII. GENERAL EVALUATION OF INSTRUCTION IN BUSINESS EDUCATION

a) *To what extent does the instruction in business education meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in business education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in business education instruction and seeking their solution?* . . . . na 1 2 3 4

SECTION

Distributive Education 4-4

NAME OF SCHOOL ______________________ **DATE** __________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance,
rejection, or modification. Please feel free to make changes.

Distributive education provides instruction designed to prepare students for work and further study in the field of distribution—the marketing and merchandising of goods and services. Distribution is the area of the economy that adds time and place utility to goods and services. Efficient marketing and merchandising activities enable the consumer to obtain readily the goods and services that are available.

The program in distributive education presents the place of distribution in the economy, the organization of marketing and merchandising activities, and the knowledge, skills, and attitudes needed by persons engaged in distribution, particularly beginning workers. The program is a cooperative enterprise using both the facilities of the school and the marketing and merchandising resources of the community. Instruction in the school is supplemented by supervised occupational experience provided by cooperating business or by occupationally oriented experiences that are planned and conducted by the school.

NOTE: *Before proceeding with work on this section,* prepare and attach as part of the section a list of the major goals of the distributive education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	Excellent
3	Good
2	Fair
1	Poor or missing
na	Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number 4. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

TYPE OF PROGRAM

_____**Cooperative part-time**
_____**Project laboratory**

Checklist

1. Students are enrolled in distributive education on the basis of their interests and abilities and an analysis of test information coordinated with counseling. na 1 2 3 4
2. Provision is made for distributive education students to participate in the activities of Distributive Education Clubs of America. na 1 2 3 4
3. Provision is made for a correlation of distributive education with other vocational areas to enable students to gain additional knowledge and competencies important to their occupational objectives. na 1 2 3 4
4. Each student in the program has an occupational objective that has a significant relationship to his present program of study. na 1 2 3 4
5. Services of guidance personnel and other teachers are used in counseling students concerning occupational choices. na 1 2 3 4
6. An advisory committee, including representatives of both the school and employing community, assists in planning and developing the total program. na 1 2 3 4
7. A coordinator is responsible for the development of the program. na 1 2 3 4
8. The program is based upon the findings of surveys of employment opportunities in marketing and merchandising in the area served by the school and upon national occupational trends and employment needs. na 1 2 3 4
9. The teacher-student ratio and the program schedule provide for correlation of classroom instruction with each student's occupational experience on the job or in the project laboratory. na 1 2 3 4
10. Students receive credit toward graduation for both the classroom instruction and the supervised on-the-job experiences or experiences in the project laboratory. na 1 2 3 4
11. The minimum and maximum number of hours any student in a cooperative program is permitted to work conforms with the state plan for vocational education. na 1 2 3 4
12. The employment of students in the program complies with all state and federal laws pertaining to the employment of youth. na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. Fill in the following table for all courses in distributive education.

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Turn to the next page

I. ORGANIZATION—Continued

Supplementary Data—Continued

2. Describe briefly the plan for identifying, supervising, and evaluating cooperative occupational experiences.

Evaluations

a) *To what extent is instruction in distributive education available to any student who wants such training, can profit from the instruction, and meets the requirements for enrollment?*	na 1 2 3 4
b) *How well is the classroom instruction correlated with the occupational experiences of the students?* .	na 1 2 3 4
c) *To what extent has an advisory committee been used in the development and promotion of the program?*	na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

The program of studies provides for:

1. Preparatory instruction in distribution. na 1 2 3 4
2. A preparatory class or course in which projects and other individual learning experiences are provided. na 1 2 3 4
3. A cooperative class in which students attend school part time and have supervised part-time employment in a distributive occupation for which pay and school credit are received. na 1 2 3 4
4. Instruction of youth with special needs who are capable of a career in distribution. na 1 2 3 4
5. A correlation with other subject areas, both general and vocational, to gain knowledge and competency. na 1 2 3 4

Instruction includes the study of:

6. Functions of marketing, including selling, sales promotion, buying, operations, market research, and management as they relate to wholesaling, retailing, and service businesses. na 1 2 3 4
7. Functions of distribution in a free and competitive enterprise economy. na 1 2 3 4
8. Product and service technology needed by the student to progress toward his career objective. na 1 2 3 4
9. Financial aspects of distribution including capital structure, credit, and records. na 1 2 3 4

The curriculum aids the students to develop competencies by the following:

10. Determining an intelligent course of action for reaching a career goal and evaluating his progress. na 1 2 3 4
11. Practical experience and application of proper techniques and procedures in applying for a job. na 1 2 3 4
12. Understanding of the proper procedures in terminating employment. na 1 2 3 4
13. Experiences that demand a conscientious effort to improve his business personality, including the development of good work habits and acceptable attitudes. na 1 2 3 4
14. The opportunity to learn new jobs under supervision, from which the student will profit. na 1 2 3 4
15. Understanding of the need to abide by laws concerning business. na 1 2 3 4
16. na 1 2 3 4

Supplementary Data

1. Describe how the curriculum has been changed during the past three years to enable the instruction to meet better the needs of present students.

Evaluations

a) *To what extent do the offerings provide for the development of competencies and attitudes needed by beginning employees?* na 1 2 3 4

b) *To what extent do the offerings aid the student in making a realistic self-appraisal in terms of selecting an appropriate career objective?* na 1 2 3 4

c) *How well is the curriculum preparing students for occupations in marketing and distribution?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Sufficient space is provided to meet curricular and enrollment needs. . . . . na 1 2 3 4
2. An office area, equipped with desk and files, is available for counseling with students. . . . . na 1 2 3 4
3. Movable tables and chairs are provided for flexibility of arrangement and to facilitate use of reference materials. . . na 1 2 3 4
4. Adequate and conveniently arranged storage space is provided for materials and equipment not in frequent use. . . na 1 2 3 4
5. The classroom is located near a building entrance for ease in transporting display materials and for use by adult classes. . na 1 2 3 4
6. A teachers' workroom is available for the teacher to study and to prepare instructional materials. . . . . na 1 2 3 4
7. The following equipment is available (place a check in front of those available): . . . . na 1 2 3 4
   - _____ Tackboard.
   - _____ Chalkboard.
   - _____ Visual-aid projection equipment.
   - _____ Recording unit.
   - _____ Bookcase.
   - _____ Magazine rack.
   - _____ Display counter.
   - _____ Display case.
   - _____ Typewriter.
   - _____ Duplicating equipment.
   - _____ Telephone.
   - _____ Cash register.
   - _____ Paper cutter.
   - _____ Sign printing equipment.
8. na 1 2 3 4

Evaluations

a) *How satisfactory are the space provisions to meet curricular and enrollment needs?* . . . . . . na 1 2 3 4
b) *How adequate is the* quantity *of the equipment?* . . . . na 1 2 3 4
c) *How adequate is the* variety *of the equipment?* . . . . na 1 2 3 4
d) *How accessible is the equipment to the teacher and students?* . . . . na 1 2 3 4
e) *How adequate is the budget to purchase equipment, supplies, and instructional materials?* . . . . na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Members."

Checklist

Each member of the distributive education staff:

1. Has preparation in such fields as economics, marketing, management, finance, retailing and wholesaling, advertising, salesmanship, credit, insurance, accounting, and personnel management. na 1 2 3 4
2. Has preparation in the philosophy, organization, administration, and methods of teaching distributive education. . . na 1 2 3 4
3. Has had successful wage-earning experience in the field of marketing and distribution. . . . . na 1 2 3 4
4. Has preparation in such related areas as vocational guidance, job analyses, occupational information, business law, and safety. . . . . na 1 2 3 4
5. Has preparation in general education subjects, including art and speech. . . na 1 2 3 4
6. Has developed and maintains good professional relations with the business community. . . . . na 1 2 3 4
7. Maintains an active interest in professional advancement, including participation in educational organizations. . . na 1 2 3 4
8. Continues in-service education through formal study and other professional activity. . . . . na 1 2 3 4
9. Keeps abreast of occupational trends through employment and study of current literature. . . . . na 1 2 3 4
10. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ______
Bachelor's degree ______
Master's degree ______
Sixth-year program ______
Doctor's degree ______

b) Semester hours (approximate) of preparation in distributive education:

0–11 ______
12–23 ______
24–48 ______
More than 48 ______

c) Years since last formal study in distributive education:

0–3 ______
4–7 ______
8–12 ______
More than 12 ______

d) Previous experience in years:

0–2 ______
3–5 ______
6–15 ______
More than 15 ______

2. List areas of concentration in distributive education of each staff member (attach sheets, if necessary).

Evaluations

a) *How adequate is the preparation of the staff?* . . . . na 1 2 3 4
b) *How adequate is the occupational experience of the staff?* . . . . na 1 2 3 4
c) *To what extent has the staff developed and maintained good personal, business, and professional relations?* . . . . na 1 2 3 4
d) *To what extent has the staff kept up to date on developments in marketing and education?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction in distributive education contributes to the school's objectives. . na 1 2 3 4
2. Instruction is directed toward comprehensive career objectives. . . . . na 1 2 3 4
3. Careful planning and preparation for classroom instruction and for learning activities on the job or in the project laboratory are evident. . . . . . na 1 2 3 4
4. Business resources of the community are used in instruction. . . . . . na 1 2 3 4
5. Students assist in planning the classroom activities. . . . . na 1 2 3 4
6. A record of each student's projects and training plan is on file. . . . . . na 1 2 3 4
7. The experiences on the job and in the project laboratory are used to develop understandings and performance skills presented in the classroom. . . . . na 1 2 3 4
8. Instruction includes basic concepts for all students in addition to specific instruction related to the student's occupational objective. . . . . . . na 1 2 3 4
9. A variety of projects are used to help students work toward career objectives. na 1 2 3 4
10. The teacher frequently visits training stations and consults with sponsors concerning students' progress. . . . . na 1 2 3 4
11. Job assignments and projects are related to each student's aptitudes, interests, and abilities. . . . . na 1 2 3 4
12. Attention is given to the development in each student of a positive attitude and a sense of personal responsibility toward the job assignment and his occupational objective. . . . . . . na 1 2 3 4
13. The teacher is acquainted with the home environment and parents of the students. . . . . na 1 2 3 4
14. Activities of the DECA chapter are used to supplement teaching and learning. . . . . na 1 2 3 4
15. Students with an aptitude for distributive education have counseling available on possibilities of continuing in advanced distributive education classes in high school. . . . . na 1 2 3 4
16. Students with an aptitude for distributive education have counseling available on possibilities of continuing postsecondary distributive education study. na 1 2 3 4
17. na 1 2 3 4

Evaluations

a) *How adequate is the planning and preparation for instruction?* . . . . na 1 2 3 4

b) *How well is instruction adapted to individual student needs, particularly in relation to occupational objectives?* . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Textbooks and instructional materials are up to date and readily accessible. . na 1 2 3 4
2. A file of supplementary materials, including product information, is maintained for use by teachers. . . . . na 1 2 3 4
3. Such materials as business forms, handbooks, training manuals, charts, maps, posters, and display materials are available. . . . . na 1 2 3 4
4. Course outlines and study guides are used. . . . . na 1 2 3 4
5. Reference materials are provided. . . na 1 2 3 4
6. Appropriate materials are available for implementing individual learning activities. . . . . na 1 2 3 4
7. Appropriate audio-visual aids are available. . . . . na 1 2 3 4
8. Appropriate consumable supplies are available for instructional purposes. . na 1 2 3 4
9. Correspondence materials are available. na 1 2 3 4
10. na 1 2 3 4

Supplementary Data

1. Describe any unusual or especially effective instructional materials.

Evaluations

a) *How appropriate and adequate are the instructional materials in relation to jobs and occupational objectives in the field of distribution?* . . . . na 1 2 3 4

b) *How adequate are the instructional materials for the use of students?* . . . . na 1 2 3 4

c) *How adequate is the variety of materials for teachers' use?* . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation activities are an integral part of instruction. . . . . na 1 2 3 4
2. Individual progress is recorded and used for guidance and instructional purposes. na 1 2 3 4
3. On-the-job or laboratory project experience as well as classroom proficiency is used as a basis for evaluating a student's achievement. . . . . na 1 2 3 4
4. On-the-job progress of each student is evaluated jointly by the employer and school coordinator. . . . . na 1 2 3 4
5. Follow-up studies are conducted on a systematic basis and used to evaluate the effectiveness of the program of instruction. . . . . na 1 2 3 4
6. In the project plan, program evaluation is made in terms of desired learning outcomes and skill development. . . . . na 1 2 3 4
7. The advisory committee assists in program evaluation. . . . . na 1 2 3 4
8. na 1 2 3 4

Supplementary Data

1. Summarize or attach results of follow-up studies of graduates and former students who did not complete the program.

Evaluations

a) *How effective is the evaluation of on-the-job training?* . . . . na 1 2 3 4

b) *How extensively is evaluation information used in developing on-the-job or laboratory project activities?* . . . . na 1 2 3 4

c) *To what extent do teachers use evaluation results in analyzing the effectiveness of their teaching?* . . na 1 2 3 4

d) *How extensively is the business community used in the evaluation of the program?* . . . . na 1 2 3 4

e) *To what extent are follow-up studies of graduates used in planning changes in the instructional program?* . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what extent do students exhibit skills and attitudes necessary in distributive education?* na 1 2 3 4

b) *To what degree are students developing the knowledge and understanding necessary for successful employment in distributive occupations?* na 1 2 3 4

c) *To what extent are students developing moral and ethical standards related to distributive activities?* na 1 2 3 4

d) *How adequately are students informed of opportunities in the field of distribution?* na 1 2 3 4

e) *To what extent do follow-up studies of graduates reveal successful employment in jobs for which students were prepared?* na 1 2 3 4

f) *How well is the program accepted by the school administration, faculty, and the business community?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE DISTRIBUTIVE EDUCATION PROGRAM

1. In what respects is the distributive education program most satisfactory and commendable?

2. In what respects is the distributive education program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the distributive education program.

VII. GENERAL EVALUATION OF INSTRUCTION IN DISTRIBUTIVE EDUCATION

Evaluations

a) *To what extent does the instruction in distributive education meet the needs of students as indicated in Section 2, "School and Community"?*	na 1 2 3 4
b) *To what extent is the instruction in distributive education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?*	na 1 2 3 4
c) *To what extent is the school identifying problems in distributive education instruction and seeking their solution?*	na 1 2 3 4

SECTION

4-5

Driver and Traffic Safety Education

NAME OF SCHOOL ________________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Driver and traffic safety education involves all those learning experiences provided for the purpose of helping students learn to use motor vehicles safely, efficiently, and effectively. This purpose is achieved through sequences of interrelated experiences involving both classroom and laboratory instruction.

Classroom instruction deals with driver behavior and physical characteristics (reaction time, sight and its limitations, effects of use of alcohol and drugs, etc.), the motor vehicle in modern life, rules of the road, laws of physics related to driving, the automobile and its maintenance, good pedestrian practices, the development of driving skills, perceptual abilities, and attitudes.

Laboratory instruction includes teacher demonstrations and student practice in starting, steering, shifting gears, making turns, stopping, backing, and parking. Beginning under simple conditions, instruction progresses until the student acquires good habits of observation and reasonable skill in driving (1) on urban streets and open highways with efficiency, poise, and confidence; (2) in accord with rules of the road and with laws of physics related to driving; and (3) in a manner that indicates a desire on the student's part to show courteous consideration for other street and highway users and for the occupants of his vehicle.

NOTE: *Before proceeding with work on this section,* prepare and attach as part of the section a list of the major goals of the driver education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

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The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

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On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

Special Instructions: If instruction in driver and traffic safety education is offered as a part of another area such as health, homemaking, industrial arts, physical education, science, social studies, or other subject areas, this section should be used as if instruction were offered separately.

I. ORGANIZATION

Checklist

1. One staff member is charged with the responsibility of coordinating and supervising the driver and traffic safety education program. . . . . . . na 1 2 3 4
2. The school master schedule includes provision for both classroom and laboratory instruction. . . . . na 1 2 3 4
3. Information on serious physical or psychological factors provided by the guidance department or parents is carefully reviewed before the student is permitted to enroll in laboratory instruction. . . . . na 1 2 3 4
4. Provisions are made for staff members to plan the instruction program cooperatively. . . . . na 1 2 3 4
5. The program is so organized that all eligible students may enroll and receive instruction. . . . . na 1 2 3 4
6. Laboratory instruction is given only to students who have had or are currently receiving classroom instruction. . . na 1 2 3 4
7. Classes are scheduled for a sufficient number of periods per week for classroom instruction and laboratory instruction (should at least meet or exceed minimum state requirements and nationally recommended minimum). . na 1 2 3 4
8. Records and reports are maintained to protect students and school personnel in case of liability. . . . . . . na 1 2 3 4
9. The record kept on each practice car includes the amount and cost of insurance, time vehicle has been used, mileage devoted to laboratory instruction, details of servicing and repairs, and consumption of fuel. . . . . . . na 1 2 3 4
10. Driver and traffic safety education is scheduled independently so that students are not taken from other subject area classes to receive laboratory instruction. . . . . na 1 2 3 4
11. After-hours instruction is available for those students who cannot arrange for it during the regular school day. . . na 1 2 3 4
12. Provision is made for instruction in the safe operation of two-wheeled motorized vehicles. . . . . na 1 2 3 4
13. Parents receive written communication concerning the nature of the course, student progress, legal responsibilities, and the need for school-parent cooperation. . . . . na 1 2 3 4
14. Provisions are made for establishing and maintaining a good working relationship with local public officials who have responsibilities for traffic. . . . na 1 2 3 4
15. The school has a set of written policies and practices to use as guidelines for organization, administration, and supervision of safety education. . . . na 1 2 3 4
16. na 1 2 3 4

Supplementary Data (Fill in the following table for all courses in driver education.)

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	PER SEMESTER		
				Number of Class Hours	Number of Driving Hours	Number of Observation Hours

Evaluations

a) *To what extent is driver and traffic safety education available to all eligible students who need or desire the instruction?* . . . . na 1 2 3 4

b) *How adequate are the time span and time allotments given to driver and traffic safety education for thorough instruction?* . . . . na 1 2 3 4

c) *How satisfactory are the records and reports?* . . . . na 1 2 3 4

d) *How adequate are follow-up studies of student driving practices?* . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

Classroom instruction in driver and traffic safety instruction:

1. Emphasizes goals of safe, efficient, and effective use of motor vehicles. . . . na 1 2 3 4
2. Gives students an opportunity to study, test, and discuss their own physical and mental characteristics as these relate to driving. . . . . na 1 2 3 4
3. Contributes to an understanding of the relationship of the motor vehicle to modern life. . . . . na 1 2 3 4
4. Includes opportunities for students to develop knowledge and understanding of laws and regulations affecting the use of motor vehicles. . . . . na 1 2 3 4
5. Emphasizes sound pedestrian practices. na 1 2 3 4
6. Provides practical information and guidance on the wise use of different types of streets and highways. . . . na 1 2 3 4
7. Includes study of preventive maintenance and the economical use of the automobile applicable to daily living. . na 1 2 3 4
8. Develops the students' understanding and appreciation of efforts to promote traffic safety through modern highway design and traffic engineering, traffic law enforcement by police and courts, education and public information, motor vehicle registration and inspection, and driver licensing. . . . . na 1 2 3 4
9. Provides opportunities for students to study and discuss the basic skills required in driving, practices that mark the competent driver, and special skills needed to handle emergencies and difficult driving problems. . . . . . na 1 2 3 4
10. Contributes to the students' knowledge and understanding of accidents, their extent, cost, types, causes, and economic and sociological implications. . . . na 1 2 3 4
11. Emphasizes the importance of personal responsibility and the development of behavioral patterns associated with courtesy and consideration toward others, with respect for law and law enforcement officers, and with pride in sound driving. . . . . na 1 2 3 4
12. Indicates some of the economic aspects of driving such as insurance coverage, driver liability, and car ownership and maintenance. . . . . na 1 2 3 4

Laboratory instruction:

13. Provides for the development of basic manipulative skills. . . . . . . na 1 2 3 4
14. Emphasizes the development of poise, smoothness, and confidence in driving. . na 1 2 3 4
15. Includes opportunities for students to apply the principles learned and discussed in the classroom. . . . . . na 1 2 3 4
16. Develops in students driving habits and behavior patterns that conform both to traffic laws and ordinances and to sound driving practices. . . . . na 1 2 3 4
17. Encourages cooperation with other users of traffic facilities. . . . . . na 1 2 3 4
18. Includes driving in urban and suburban traffic, in rural areas, on highways and expressways, and night driving. . . na 1 2 3 4
19. Develops in students an interest in the techniques of handling emergency situations. . . . . na 1 2 3 4
20. Provides opportunities for students to study and discuss the effects of such factors as alcohol, fatigue, age, emotions, drugs, and medications on the mental and physical abilities needed for driving. . . . . na 1 2 3 4
21. Provides training in the development of perceptual abilities. . . . . . . na 1 2 3 4
22. Encourages understanding of the capabilities and limitations of the automobile in relationship to its own structure and the physical forces in nature. . . na 1 2 3 4
23. na 1 2 3 4

II. NATURE OF OFFERINGS—Continued

Supplementary Data

1. Describe here any phases of the program in driver and traffic safety education not included in the table on page 91.

Evaluations

a) *How adequate are the provisions for students to acquire knowledge of good practices in driver and traffic safety education?* . . . . na 1 2 3 4

b) *How adequate are provisions for laboratory instruction?* . . . . na 1 2 3 4

c) *How satisfactory is the correlation of the classroom instruction with practical applications, including laboratory instruction and participation in school and community activities?* . . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. The school has available a sufficient number of automobiles for laboratory instruction for all eligible students. na 1 2 3 4
2. If vehicles are not owned by the school, a satisfactory written agreement has been reached with the owner, specifying at least the purpose for which the vehicles may be used, the personnel responsible for their operation and maintenance, and the plan for their replacement in a manner that will not interrupt continuity of the program. . . . . na 1 2 3 4
3. Vehicles used for laboratory instruction are equipped with dual control clutch and brake pedals for the instructor's use (or dual control brake pedal if the vehicle has no clutch pedal). . . . . na 1 2 3 4
4. Vehicles are equipped with outside rear-view mirrors on both the left and right. na 1 2 3 4
5. Vehicles have safety equipment for all weather conditions, such as defroster, safety belts for each occupant, and padded dashboard. . . . . na 1 2 3 4
6. Vehicles display proper identification as driver education vehicles. . . . . na 1 2 3 4
7. Vehicles used for laboratory instruction are appropriately insured. . . . . na 1 2 3 4
8. Vehicles are maintained in safe operating condition by means of periodic inspection and servicing by qualified mechanics. . . . . na 1 2 3 4
9. When driver education vehicles are used for other purposes, all identification with the driver and traffic safety education program is covered, removed, or otherwise hidden from view. . . . na 1 2 3 4
10. Necessary forms for reporting accidents are kept in the vehicles at all times. . . . . na 1 2 3 4
11. Driving simulation equipment is used. na 1 2 3 4
12. A conveniently located off-street practice driving area is available. . . . na 1 2 3 4
13. The physical environment of all parts of the school used for instruction in driver and traffic safety education is such that it serves as an obvious example of, and laboratory for, safe and orderly living. na 1 2 3 4
14. The rooms provided for driver and traffic safety education are equipped with movable furniture suitable to the nature of the course. . . . . na 1 2 3 4
15. Readily accessible shelf space is provided for storage of materials. . . . na 1 2 3 4
16. Desk or cabinet filing equipment is available. . . . . na 1 2 3 4
17. Display space or bulletin board space is provided for exhibiting materials. . . na 1 2 3 4
18. Facilities are provided for use of audio-visual materials. . . . . na 1 2 3 4
19. Testing equipment to diagnose and study visual perception, reaction time, and other personal characteristics is available. . . . . na 1 2 3 4
20. A multiple-car driving range is available. . . . . na 1 2 3 4
21. na 1 2 3 4

Evaluations

a) How adequate are the physical facilities and equipment to meet instructional needs in driver and traffic safety education? . . . . na 1 2 3 4

b) How well do the physical facilities for driver and traffic safety education exemplify approved safety practices? . . . . na 1 2 3 4

c) How adequate are the storage facilities for cars, the testing equipment, and instructional materials? na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

All staff members who have responsibility for teaching driver and traffic safety education:

1. Possess valid teacher certificates. . . na 1 2 3 4
2. Keep informed about current developments in driver and traffic safety education through in-service education and active participation in other professional activities. . . . . na 1 2 3 4
3. Participate in school programs and community activities related to safety education. . . . . na 1 2 3 4
4. Have valid driver licenses. . . . . na 1 2 3 4
5. Have satisfactory driving records as verified by official state and local driver files. . . . . na 1 2 3 4
6. Have had driving experience in cities and on open highways under varied traffic, weather, and road conditions. . . na 1 2 3 4
7. Have specific preparation for their assignments. (Teachers assigned to driving simulation laboratories or multiple-car driving ranges need additional preparation in this area.) . . . . na 1 2 3 4
8. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in driver and traffic safety education:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in driver and traffic safety education:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in driver and traffic safety education of each staff member.

Evaluations

a) *How adequate is the staff's preparation in driver and traffic safety education?* . . . . na 1 2 3 4
b) *How well is the program of driver and traffic safety education supervised?* . . . . na 1 2 3 4
c) *How satisfactory is the evidence of in-service growth of the instructional staff?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction is planned in relation to school objectives. na 1 2 3 4
2. Specific learning activities are directed toward clearly formulated objectives in driver and traffic safety education. na 1 2 3 4
3. Written plans show evidence of careful planning and preparation for instruction. na 1 2 3 4
4. Instruction emphasizes practical problems. na 1 2 3 4
5. Instruction is readily adapted to new and changing conditions. na 1 2 3 4
6. Instructional activities include surveys and studies of community problems and conditions related to safety and driver and traffic safety education. na 1 2 3 4
7. Such consultants as police officers, firemen, physicians, and safety organization representatives participate as resource persons to strengthen the instructional activities. na 1 2 3 4
8. Provision is made for coordination of instruction in driver and traffic safety education with other areas of learning. na 1 2 3 4
9. The multisensory materials used are selected in light of the objectives of driver and traffic safety education. na 1 2 3 4
10. A multiple-car method is used. na 1 2 3 4
11. na 1 2 3 4

Evaluations

a) *How adequate are the planning and preparation for instruction?* na 1 2 3 4

b) *To what extent are the learning experiences centered on practical problems?* na 1 2 3 4

c) *To what extent do students in the driver and traffic safety education program take part in school and community safety activities?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Up-to-date textbooks and basic reference materials are available. na 1 2 3 4
2. Supplementary teaching materials related to driver and traffic safety education are available. na 1 2 3 4
3. Commercially sponsored supplementary teaching materials are critically reviewed before use. na 1 2 3 4
4. Source and reference materials for staff use are supplied by the school. na 1 2 3 4
5. Multisensory materials in driver and traffic safety education are provided. na 1 2 3 4
6. Teachers and students develop and use such materials as study guides, diagnostic and achievement tests, code of accepted patterns of conduct related to driving. na 1 2 3 4
7. Testing devices, models, and mock-ups are available. na 1 2 3 4
8. Local, state, and national traffic and accident facts are used. na 1 2 3 4
9. na 1 2 3 4

Evaluations

a) *How adequate is the* variety *of instructional materials?* na 1 2 3 4

b) *How adequate is the* quality *of instructional materials?* na 1 2 3 4

c) *How adequate is the* quantity *of instructional materials?* na 1 2 3 4

d) *How well are accident data used to help determine proper emphases of subject matter?* na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation is an integral part of instruction. . . . . na 1 2 3 4
2. Evaluation is used to help determine the appropriateness of objectives and the soundness of administrative policies. . na 1 2 3 4
3. Various diagnostic tests are used to determine readiness to learn specific tasks and to point out areas for improvement. na 1 2 3 4
4. A variety of evaluative techniques are used, such as written, driving skill, psychophysical, and attitude tests; observations of student behavior; ratings by teachers; anecdotal records; student appraisals. . . . . na 1 2 3 4
5. Permanent school records include information on achievement in driver and traffic safety education. . . . . . na 1 2 3 4
6. Outcomes of evaluation are used in revising the program and in planning the teaching-learning activities. . . . . na 1 2 3 4
7. In evaluating student performance, particular care is taken to reduce or to avoid tensions that may increase the hazards of the situation. . . . . na 1 2 3 4
8. The school endeavors to include in its evaluation of the driver and traffic safety education program the opinions of graduates, parents of present or former students, traffic court judges, police officials, and insurance company officials. . . na 1 2 3 4
9. na 1 2 3 4

Evaluations

a) *How adequate are the evaluation procedures?* . . . . na 1 2 3 4

b) *To what extent do teachers evaluate the effectiveness of their teaching?* . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what degree do students exhibit a knowledge and understanding of the principles and skills needed in safe driving and for competency as drivers?* . . . . na 1 2 3 4

b) *How well do students drive at the end of the course?* . . . . na 1 2 3 4

c) *To what extent do students exhibit in their driving a sense of responsibility, a respect for law, and consideration for others* . . . . na 1 2 3 4

d) *How well do local driving records of former and present students in driver education courses support the success of the current program?* . . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE DRIVER AND TRAFFIC SAFETY EDUCATION PROGRAM

1. In what respects is the driver and traffic safety education program most satisfactory and commendable?

2. In what respects is the driver and traffic safety education program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the driver and traffic safety education program.

VII. GENERAL EVALUATION OF INSTRUCTION IN DRIVER AND TRAFFIC SAFETY EDUCATION

Evaluations

- *a) To what extent does the instruction in driver and traffic safety education meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4
- *b) To what extent is the instruction in driver and traffic safety education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4
- *c) To what extent is the school identifying problems in driver and traffic safety education instruction and seeking their solution?* . . . . na 1 2 3 4

English 4-6

NAME OF SCHOOL ______________________ DATE __________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The English program is designed to improve the student's awareness of the important role that the English language and its literature play in his life and of their uses in public and private discourse. Essential to the over-all program of studies, the English program emphasizes the development of the powers of comprehension, of critical thinking, and of coherence, cogency, and fluency in the expression and communication of ideas through oral and written composition. At the same time it is designed to provide experiences and activities, particularly in literature, that will help the student become a discriminating reader and will promote lifelong learning. In his reading, he will encounter human aspirations, foibles, courage, cowardice, vulnerability, nobility of character, and integrity that should contribute to his own emotional and spiritual maturity. He should be led, through his studies, to develop a sense of responsibility for faithfulness to purpose of his statements and for their accuracy.

Literature that has been selected for its richness of texture and its excellence of content and style will promote growth in imagination and aesthetic appreciation, as well as provide enjoyable leisure-time activities.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the English department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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Comments

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I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. English courses are required of all students. . . . . na 1 2 3 4
2. In choosing elective courses, such as speech and journalism, students are assisted by an English teacher or a counselor who is aware of the nature of specific electives and the capabilities of the students. . . . . na 1 2 3 4
3. Each student in senior high school has experienced fundamental speech training, either in a separate course or through speech activities included in the required English course offerings. . . na 1 2 3 4
4. Remedial or clinical speech activities are available. . . . . na 1 2 3 4
5. Instruction in developmental reading is provided. . . . . na 1 2 3 4
6. For all courses taught, there are carefully planned, written outlines or syllabi that permit a reasonable degree of flexibility and adaptation, and provide for sequential development of skills and of understanding among students. . . . na 1 2 3 4
7. Individual teachers help select the literary works to be studied by their classes and make some of the decisions concerning materials and methods to be used. . na 1 2 3 4
8. Provision is made for the slower students, offering them material that is suited to their individual abilities and in line with their interests. . . . . na 1 2 3 4
9. Individual instruction or special classes are available to the gifted student. . . na 1 2 3 4
10. Individual instruction or special classes are available to the slow student. . . na 1 2 3 4
11. Provision is made for students to move from one level of instruction to another. na 1 2 3 4
12. The English teachers (including also the teachers of speech and journalism) are organized into a department headed by a chairman. . . . . na 1 2 3 4
13. The department chairman is afforded time to provide leadership in all areas of his responsibility. . . . . na 1 2 3 4
14. The teaching loads of English teachers make effective teaching possible. . . na 1 2 3 4
15. Each teacher has a minimum of one planning or conference period daily. . na 1 2 3 4
16. Provisions are made for team teaching. na 1 2 3 4
17. Teachers from the various grade levels plan together to develop a sequential program in English. . . . . . . na 1 2 3 4
18. Teachers of the same grade level plan together to develop the English program at that level. . . . . na 1 2 3 4
19. The English department budget provides for the purchase and rental of paperbacks and audio-visual items and supplies. . . . . na 1 2 3 4
20. na 1 2 3 4

Supplementary Data (Fill in the following table for all courses in English.)

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Evaluations

a) *How adequate are the English courses to meet the needs of all students?* . . . . na 1 2 3 4
b) *How adequate is the organization for instruction in English?* . . . . na 1 2 3 4
c) *How effectively is the organization for instruction functioning?* . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

The English program may be organized in a variety of educationally valid patterns. Regardless of the plan, each item should be studied and evaluated by the members of the teaching staff directly concerned with the instructional process to which the item refers. Describe separately any offerings that you feel do not fall under the following headings.

A. LANGUAGE

Checklist

1. The study of English provides information about the language, such as its structure and syntax, and opportunities for students to improve their use of language. na 1 2 3 4
2. The use of language is related to its appropriateness for effective oral and written communication. . . . . na 1 2 3 4
3. Students learn, both *inductively* and *deductively*, structures characteristic of the English language. . . . . na 1 2 3 4
4. There is a program for improving students' use of both spoken and written English. . . . . na 1 2 3 4
5. The language program is kept responsive to current research findings. . . . . . na 1 2 3 4
6. Vocabulary study is correlated with students' experiences in speaking, writing, and reading activities. . . . . na 1 2 3 4
7. Students learn about some of the ways in which English has changed over the centuries and is continuing to change today. na 1 2 3 4
8. Students learn of the distinctive character and richness of the dialects of various minority groups. . . . . na 1 2 3 4
9. na 1 2 3 4

Evaluations

a) *To what extent does the study of language meet the needs of all students?* . . . . na 1 2 3 4

b) *How adequate are provisions for improving the language skills of individual students?* . . . . na 1 2 3 4

c) *How well does the program provide for sequential development of students' understanding of language?* na 1 2 3 4

d) *How well does the program provide for continuing improvement in language skills?* . . . . . . na 1 2 3 4

Comments

B. LITERATURE

Checklist

1. The study of literature is planned to provide for students' growth in:
   - *a*) Awareness of the major themes and ideas that pervade great literature. na 1 2 3 4
   - *b*) Appreciation and enjoyment of literature. . . . . na 1 2 3 4
   - *c*) Insight into human experiences. na 1 2 3 4
   - *d*) The skills of reading literature. na 1 2 3 4
2. Although American and English literatures are emphasized, opportunities are provided for the study of appropriate selections from other literatures. na 1 2 3 4
3. Students study intensively major works, contemporary as well as classic, chosen carefully for their appropriateness to student abilities, interests, and maturity. na 1 2 3 4
4. Major works are selected on the basis of their enduring qualities as literature. na 1 2 3 4
5. Paperback and supplementary hardback books, magazines, and newspapers are used extensively. . . . . na 1 2 3 4
6. A variety of materials and instructional procedures provide for individual differences *within* a class group. . . . na 1 2 3 4
7. Specific instruction is provided in reading different *types* of literature: novels, biography, short stories, essays, plays, and poetry. na 1 2 3 4
8. In accordance with their maturity and experiences with literature, students are guided to develop a variety of critical approaches to literature and its evaluation. . . . . na 1 2 3 4
9. Provision is made for the study of works of literary merit through the use of such media as films, radio, television, and recordings. . . . . . na 1 2 3 4
10. Students learn something of television, film, and stage as arts distinct from literature. . . . . na 1 2 3 4
11. The use of library and reference resources is taught in relation to needs. na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) *To what extent is provision made for students' varying interests and ability levels?* . . . . . na 1 2 3 4

b) *To what extent do students develop understanding, enjoyment, and appreciation of literature?* . . na 1 2 3 4

Comments

C. COMPOSITION

Checklist

1. The goal of the writing program goes beyond literacy to competence; for able students, it goes beyond competence to development of an individual style. . . na 1 2 3 4
2. Motivated writing experiences are provided for all students throughout the English program. . . . . na 1 2 3 4
3. Practice is afforded both in impromptu writing and in carefully planned and revised writing. . . . . na 1 2 3 4
4. Practice is provided in the various types of writing which are likely to be of practical use to students. . . . . . . na 1 2 3 4
5. Writing on various kinds of subjects for various purposes and audiences is planned sequentially, with more mature analyses and forms expected as students progress through the grades. . . . na 1 2 3 4
6. Writing activities include expository, descriptive, narrative, and argumentative prose, and appropriate combinations of these. . . . . na 1 2 3 4
7. Instruction is given in proper use of source materials in preparing written reports, criticisms, and arguments. . . na 1 2 3 4
8. While all writing can be creative for students, those students with especial ability are given special opportunities to strengthen it. . . . . na 1 2 3 4
9. Topics for composition are individualized sufficiently to encourage and challenge each student to do his best work. na 1 2 3 4
10. Students are taught to discover, limit, and develop their own topics. . . . na 1 2 3 4
11. Students are given opportunities to write about content from other school subjects. . . . . na 1 2 3 4
12. Opportunities are provided for students to write honestly about personal experiences, opinions, and concerns, as means of growth in self-perception and self-understanding. . . . . na 1 2 3 4
13. Emphasis is placed on the underlying processes of clear and logical thinking in organizing and developing ideas. . . na 1 2 3 4
14. The use of variety in sentence structure and of precision in word choices is an integral part of the training in effective written composition. . . . . . . na 1 2 3 4
15. A continuous program for the improvement of spelling, punctuation, and manuscript form is in operation. . . . . na 1 2 3 4
16. Remedial work in composition is available. . . . . na 1 2 3 4
17. Students are taught to avoid all forms of plagiarism. . . . . na 1 2 3 4
18. Opportunity is readily afforded in the classroom for students to discuss their reactions to the ideas, approaches, and underlying assumptions of one another's writing. . . . . na 1 2 3 4
19. na 1 2 3 4

Supplementary Data

1. Describe briefly the means used to measure students' growth in writing skills.

Evaluations

a) How adequate is provision for:

(1) *All types of students to develop competence in composition?* . . . . na 1 2 3 4

(2) *More able students to develop appropriate degree of expertness?* . . . . na 1 2 3 4

(3) *All students to have experience in both impromptu and carefully planned writing?* . . . . . na 1 2 3 4

b) How adequate is the quality *of writing activities?* . . . . na 1 2 3 4

c) How adequate is the variety *of writing activities?* . . . . na 1 2 3 4

Comments

D. SPEECH

Checklist

1. Planned instruction in speaking and listening is an integral part of the overall English program. na 1 2 3 4
2. The similarities of and differences between spoken and written discourse are taught. na 1 2 3 4
3. The importance of oral language is evident throughout the program. na 1 2 3 4
4. Emphasis is placed on the importance of worthwhile and appropriate content in all oral communication. na 1 2 3 4
5. The speaker's responsibilities for integrity of purpose and accuracy of statement are stressed. na 1 2 3 4
6. Logical development of a topic is emphasized. na 1 2 3 4
7. Emphasis is given to the use of exact and appropriate words. na 1 2 3 4
8. Types and uses of supporting data are taught. na 1 2 3 4
9. Appropriate posture, movement, gesture, and facial expression are taught as means of facilitating communication. na 1 2 3 4
10. Articulation, pronunciation, and voice control are taught and practiced as factors in effective communication. na 1 2 3 4
11. Instruction and practice are provided in analytical and critical listening. na 1 2 3 4
12. Students are taught to apply tests to the validity of evidence and reasoning. na 1 2 3 4
13. Instruction and practice are provided in the comprehension, appreciation, and evaluation of radio, motion picture, stage, and television programs. na 1 2 3 4
14. Instruction and practice are provided for all students in the forms and techniques of various types of group discussion. na 1 2 3 4
15. Students with individual problems of articulation and voice quality receive appropriate special instruction. na 1 2 3 4
16. The services of a certified speech clinician are provided for students with severe speech handicaps. na 1 2 3 4
17. na 1 2 3 4

Evaluations

a) How extensive is the variety *of experiences in speaking and listening?* na 1 2 3 4
b) How adequate is the quality *of experiences in speaking and listening?* na 1 2 3 4
c) To what extent does the program provide for the development of skills in speaking? na 1 2 3 4
d) To what extent does the program provide for the development of listening skills and appreciation? na 1 2 3 4

Comments

E. READING

The program in reading is an essential component of the total school curriculum as well as of the English curriculum. In some schools, developmental reading and remedial reading may be the responsibility of a person especially qualified to teach reading.

Checklist

1. Periodic evaluation is made of the reading competence of all students, and test scores are made available to teachers in all subject areas. . . . . na 1 2 3 4
2. Special effort is made to identify those students with particular deficiencies in reading or study skills. . . . . . na 1 2 3 4
3. Provision is made to meet the needs of severely retarded readers either through in-school instruction or by referral to other qualified personnel or agencies. . na 1 2 3 4
4. Provision is made to improve reading at rates appropriate to the reader's purposes and to the particular types of materials to be read. . . . . na 1 2 3 4
5. The relationship of the developmental reading program to the free reading program in English is definite and understood by both teachers and students. . na 1 2 3 4
6. na 1 2 3 4

Evaluations

a) How adequately does the reading program provide for the needs of all students? . . . . . . na 1 2 3 4

b) How extensive is the instruction for individual students with marked reading disabilities? . . . na 1 2 3 4

c) To what degree do teachers of all subjects assume responsibility for instruction in the reading skills directly related to the subjects taught? . . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Classrooms are equipped with movable furniture which can be adapted to group activities. . . . . na 1 2 3 4
2. Bookshelves are provided in all English classrooms. . . . . na 1 2 3 4
3. Magazine display and storage facilities are provided in all English classrooms. na 1 2 3 4
4. Filing equipment is provided in all English classrooms. . . . . na 1 2 3 4
5. English classrooms are equipped for efficient use of audio-visual aids. . . . na 1 2 3 4
6. The following equipment is available (check if available): . . . . na 1 2 3 4
    - _____ Record players.
    - _____ Radio.
    - _____ Television sets.
    - _____ Tape recorders.
    - _____ Sound projectors.
    - _____ Listening stations.
    - _____ Opaque and overhead projectors.
    - _____ Chalkboard.
    - _____ Tackboard.
    - _____ Copier.
7. A stage is available for use by English classes. . . . . na 1 2 3 4
8. English classrooms are clustered in the building, preferably close to the library. na 1 2 3 4
9. The acoustics are satisfactory. . . . . na 1 2 3 4
10. A variety of spaces are available for such activities as team teaching, large- and small-group instruction, departmental meetings, student-teacher conferences, and storage of departmental equipment. . . . . na 1 2 3 4
11. Facilities and equipment are provided for instructing students with specific reading deficiencies. . . . . . . na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) How adequate are the physical facilities to meet instructional needs? . . . . na 1 2 3 4

b) How adequate is the provision for storage facilities? . . . . na 1 2 3 4

c) How well is equipment maintained for efficient use? . . . . na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the English staff:

1. Have preparation in literature for adolescents, in American and English literature, and in other literatures. . . . na 1 2 3 4
2. Have preparation for teaching reading, speech, and language in high school. . na 1 2 3 4
3. Have preparation in writing beyond one college course in freshman composition. na 1 2 3 4
4. Have preparation to include mass media in their teaching. . . . . na 1 2 3 4
5. Have specific preparation to teach such courses as remedial reading, speech, play production, and journalism, for which they are given responsibility. . na 1 2 3 4
6. Have at least a minor in English. . . na 1 2 3 4
7. Have preparation in methods of teaching English. . . . . na 1 2 3 4
8. Are acquainted with diagnostic techniques and remedial instruction methods. . . . . na 1 2 3 4
9. Assist the librarian in the selection and distribution of reading materials for the English program. . . . . . . na 1 2 3 4
10. Have training in the use of educational media and materials. . . . . . . na 1 2 3 4
11. Keep abreast of recent developments in the teaching of English. . . . . . na 1 2 3 4
12. Read literature and criticism beyond what is taught in the classroom. . . na 1 2 3 4
13. Write for publication or personal pleasure. . . . . na 1 2 3 4
14. Are active in professional organizations of English teachers. . . . . . . na 1 2 3 4
15. Maintain active participation in in-service education through formal study and other professional activity. . . . na 1 2 3 4
16. Play an active part in the planning and evaluation of the English courses of study. . . . . na 1 2 3 4
17. Are concerned with K-12 curriculum development and take steps to become familiar with all levels of instruction—elementary, junior high, and senior high. . . . . na 1 2 3 4
18. Work with members of other departments to improve reading, writing, speech, and study skills of students in all subjects. . . . . na 1 2 3 4
19. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in English:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in English:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in English of each staff member (attach sheets, if necessary).

A. INSTRUCTIONAL STAFF—Continued

Evaluations

a) *How adequate is the staff's preparation in English?* . . . . na 1 2 3 4

b) *To what extent does the staff demonstrate ability to use English effectively?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction is planned to achieve the clearly formulated, comprehensive objectives of the English program. . . na 1 2 3 4
2. There is evidence of careful preparation for instruction. . . . . na 1 2 3 4
3. Instruction is readily adapted to changing classroom conditions. . . . . na 1 2 3 4
4. Student needs, interests, and experiences are among the factors considered in the selection and conduct of instruction. . . . . na 1 2 3 4
5. Instruction and practice in language art skills are provided. . . . . . . na 1 2 3 4
6. Instruction is individualized through such techniques as grouping of students with like needs and through differentiated assignments. . . . . . . na 1 2 3 4
7. A high degree of student involvement and verbal interaction characterizes the classroom procedures. . . . . . na 1 2 3 4
8. Students are stimulated to embark on independent study and to initiate group projects and other creative and imaginative activities. . . . . na 1 2 3 4
9. Teachers use a variety of techniques such as group discussion, project activities, laboratory techniques, and seminars. . . . . na 1 2 3 4
10. Teachers are encouraged to experiment with new ideas and promising techniques. . . . . na 1 2 3 4
11. Students are guided and encouraged in a variety of ways to report their individual reading. . . . . na 1 2 3 4
12. Students are encouraged to do free or voluntary reading. . . . . na 1 2 3 4
13. Provision is made to extend the classroom experiences in English to appropriate cocurricular and extracurricular activities. . . . . na 1 2 3 4
14. Attention is given to improving study skills. . . . . na 1 2 3 4
15. Students are encouraged to see literature, language, and composition, not as separate "subjects," but as parts of English which can serve to lead toward an integrated whole. . . . . . . na 1 2 3 4
16. Students with aptitude in English studies have counseling available on opportunities for continuing in advanced English courses in high school. . . . na 1 2 3 4
17. Students with aptitude in English studies have counseling available on opportunities for continuing postsecondary English study. . . . . . . na 1 2 3 4
18. na 1 2 3 4

Evaluations

a) *How adequate is the planning and preparation for instruction?* . . . . na 1 2 3 4

b) *To what degree is instruction adapted to the needs of individual students?* . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. An abundance of reading material of high interest and appropriateness to a variety of reading levels is readily accessible to teachers and students. . . . na 1 2 3 4
2. Adequate materials are provided for instructing students with specific reading deficiencies. . . . . na 1 2 3 4
3. Instructional materials in general classroom use include the following (check those available): . . . . na 1 2 3 4

____ Paperback books.
____ Tapes.
____ Periodicals.
____ Newspapers.
____ A variety of textbooks.
____ Pamphlets.
____ Dictionaries.
____ Films.
____ Filmstrips.
____ Recordings.
____ Maps.
____ Charts.
____ Pictures.
____ Overhead transparencies.

4. na 1 2 3 4

Evaluations

a) *How adequate is the* variety *of instructional materials?* . . . . na 1 2 3 4
b) *How adequate is the* quality *of instructional materials?* . . . . na 1 2 3 4
c) *How adequate is the* quantity *of instructional materials?* . . . . na 1 2 3 4
d) *To what extent are materials from the library used in English instruction?* . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluating and recording class and individual accomplishment are an integral part of the teaching-learning activities. na 1 2 3 4
2. Evaluation is pursued through oral and written, subjective and objective means. na 1 2 3 4
3. Students participate in the evaluation of their own progress. . . . . . . na 1 2 3 4
4. Consistent effort is made through the use of testing devices to determine the abilities of all students in reading, writing, speaking, and listening. . . na 1 2 3 4
5. Evaluation of students' use of language is based on observation by the teacher as well as on results of standardized tests. . . . . na 1 2 3 4
6. Evaluation is used to identify students needing remedial instruction. . . . na 1 2 3 4
7. Objective evidence is obtained of the reading interests of students. . . . na 1 2 3 4
8. Cumulative records are kept of students' reading. . . . . na 1 2 3 4
9. In evaluating speaking and writing, emphasis is given to content, organization, quality of thought, and style as well as to mechanics. . . . . na 1 2 3 4
10. Ability to work in groups is evaluated. . na 1 2 3 4
11. Careful checks are made to determine comprehension of independent reading. na 1 2 3 4
12. Both teachers and students recognize that tests are used to reveal strengths and to suggest areas for further study. na 1 2 3 4
13. Teachers use evaluation results as one index of their own teaching effectiveness and plan their instruction accordingly. . . . . na 1 2 3 4
14. na 1 2 3 4

Supplementary Data

1. Describe the achievement testing program in English.

2. Show how this program is used to evaluate:
   a) Strengths, weaknesses, and yearly growth of individual students.
   b) Class achievement on national or other norms.
   c) Class weaknesses.

Evaluations

a) *How adequate are the evaluation procedures in English?* . . . . na 1 2 3 4

b) *How well do teachers use evaluation results in analyzing the effectiveness of their teaching?* . . . na 1 2 3 4

c) *To what extent do evaluation procedures identify students of unusual* promise *in the field of English?* . na 1 2 3 4

d) *To what extent do evaluation procedures identify students with unusual* needs *in the field of English?* na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what degree do students practice desirable speech habits in the classroom?* na 1 2 3 4

b) *To what degree are desirable speech habits used in such areas as corridors, lunchrooms, auditorium, and school clubs?* na 1 2 3 4

c) *To what degree do students demonstrate ability to write clearly, correctly, and effectively?* na 1 2 3 4

d) *To what extent does the English program facilitate and encourage creative writing?* na 1 2 3 4

e) *How well do students read with comprehension and reasonable speed?* na 1 2 3 4

f) *To what degree are students able to apply critical reading skills to the interpretation of literature?* na 1 2 3 4

g) *To what extent have students' literary tastes and interests been broadened?* na 1 2 3 4

h) *To what degree do students show desirable listening skills in assembly, classroom, club, and other activities?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE ENGLISH PROGRAM

1. In what respects is the English program most satisfactory and commendable?

2. In what respects is the English program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the English program.

VII. GENERAL EVALUATION OF INSTRUCTION IN ENGLISH

Evaluations

a) *To what extent does the instruction in English meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in English consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in English instruction and seeking their solution?* . na 1 2 3 4

SECTION

Foreign Languages 4-7

NAME OF SCHOOL________________________________ **DATE**________________

Self-evaluation by

________________ ________________ ________________

________________ ________________ ________________

________________ ________________ ________________

This evaluation includes:

_____**Both modern and classical languages**
_____**Only modern languages**
_____**Only classical languages**

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The foreign language program in today's schools may include both classical and modern languages. The languages to be taught are selected after considering their educational value, the cultural insights to be gained from them, and, where applicable, their vocational use, the extent of their use by the peoples of the world, and the potential contribution to our society of a working knowledge of them.

It is desirable for students to gain an understanding of the linguistic and cultural heritages of our country derived from both the Eastern and Western hemispheres, and from Latin and Greek, in order to gain a better understanding of our own culture and of the problems of concern to our country.

Now and in the foreseeable future, our society sorely needs many people who can use a foreign language adequately. Some scientific concepts, psychological insights, cultural analyses, and writing about economics that are necessary to our progress as a people and as a society are available only in foreign literature.

The study of a foreign language is a progressive experience and implies progressive acquisition of linguistic skills. Skills grow rusty with disuse; but when learned thoroughly and with understanding, they can be reactivated quickly, given the proper stimuli and environment. The values to be gained from language learning will be related to the amount of time and effort devoted to it and to the learner's motivation.

Skills to be mastered include: (1) increasing ability to *understand* the foreign language when spoken, (2) increasing ability to *speak* it, (3) ability to *read* it with increasing ease and enjoyment, and (4) the increasing ability to *write* it. The acquisition of these skills will result in a new understanding of the concept of *language*.

The study of another language usually brings about a gradually expanding and deepening knowledge of the country or countries—people, geography, history, social institutions, literature, and culture—and, as a consequence, a better perspective of our own culture through adjustment to the concept of cultural similarities and differences.

NOTE: *Before proceeding with the work of this section,* prepare and attach as part of the section a list of the major goals of the foreign language department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	Excellent
3	Good
2	Fair
1	Poor or missing
na	Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. Foreign language courses are available to all students. . . . . na 1 2 3 4
2. Course counseling is provided by staff members acquainted with foreign language education. . . . . na 1 2 3 4
3. Class size is limited so that each member participates in some type of oral activity daily. . . . . na 1 2 3 4
4. Such factors as interest, motivation, and the discriminating use of aptitude tests are employed to encourage students to elect foreign languages. . . na 1 2 3 4
5. Opportunity is provided for a four-year sequence in at least one foreign language. . . . . na 1 2 3 4
6. A carefully articulated language program is provided from elementary through senior high school. . . . . na 1 2 3 4
7. More than the usual four-year sequence of language study is provided for those who began study of a foreign language in elementary school and are continuing its study in high school. . . . . . . na 1 2 3 4
8. Language programs of students are planned to avoid a gap between the end of foreign language study in high school and its continuation in college. . . . na 1 2 3 4
9. Supervisory assistance is provided to coordinate the foreign language program. . . . . na 1 2 3 4
10. All foreign language teachers are encouraged to aid in the development of the foreign language curriculum. . . na 1 2 3 4
11. Students pursue the study of one foreign language for a longer sequence of time (three or four years) rather than studying two languages for shorter sequences, say, of two years each. . . . na 1 2 3 4
12. A minimum sequence of three years of one foreign language is offered before additional languages are added to the program. . . . . na 1 2 3 4
13. Individual instruction or special classes are available to the gifted student. . . na 1 2 3 4
14. Teachers at the same grade level plan together to develop the foreign language program at that level. . . . na 1 2 3 4
15. na 1 2 3 4

Supplementary Data (Fill in the following table for all courses in foreign languages.)

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Evaluations

a) *To what extent are foreign language offerings available?* . . . . na 1 2 3 4

b) *How effectively is the school developing its foreign language program to permit students to pursue their foreign language study in high school at advanced levels?* . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. The materials used to teach foreign languages lead to the development of the four skills in the following sequence: listening comprehension, speaking, reading, and writing. . . . . . na 1 2 3 4
2. Sociolinguistic comparisons and teaching materials include references to the social customs of the people speaking the foreign language. . . . . . . na 1 2 3 4
3. Comparisons of languages and cultures are related to international conditions whenever possible. . . . . na 1 2 3 4
4. Emphasis in modern language activities is upon the language as a means of communication. . . . . na 1 2 3 4
5. *Listening* activities stress the values to be gained from the materials as well as the development of the listening skill. . na 1 2 3 4
6. *Reading* activities stress the values to be gained from the materials as well as the development of skill. . . . . . na 1 2 3 4
7. Appropriate literary selections are included, with stress on the use of the contemporary materials. . . . . . . na 1 2 3 4
8. Bilingual backgrounds of students are recognized in planning language offerings. . . . . na 1 2 3 4
9. The Advanced Placement Program is introduced generally after the students have had four years of intensive audio-lingual training in the language and there is a well-qualified language teacher, and when there is an alternative program provided at the advanced level for those students who have other than purely literary objectives for learning a language. . . . . na 1 2 3 4
10. na 1 2 3 4

Evaluations

a) *How adequate is the variety of offerings to meet foreign language needs of students?* . . . . na 1 2 3 4

b) *How adequate are the provisions for helping students attain an audio-lingual command of the foreign language?* . . . . na 1 2 3 4

c) *How adequate are the provisions for helping students attain a reading and writing facility in the foreign language?* . . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Language laboratory facilities are provided for regularly scheduled practice use by foreign language students. na 1 2 3 4
2. Language classrooms and laboratory facilities, if separate, are located adjacent to each other and in a quiet area of the school. na 1 2 3 4
3. Provision is made for servicing and maintenance of all foreign language equipment. na 1 2 3 4
4. Audio-visual equipment, such as film projectors, filmstrip and slide projectors, overhead projectors, tape recorders, record players, and short-wave radios, is provided for the use of the department. na 1 2 3 4
5. New technological aids are examined and evaluated. na 1 2 3 4
6. Language classrooms are equipped for the effective use of instructional media. na 1 2 3 4
7. Facilities for making and duplicating tapes are available to teachers. na 1 2 3 4
8. The foreign language classroom contains attractively displayed materials that reflect the culture of the countries concerned. na 1 2 3 4
9. A display area is provided within the school to exhibit foreign language projects. na 1 2 3 4
10. Readily accessible shelf space is provided for instructional materials. na 1 2 3 4
11. Filing equipment is provided. na 1 2 3 4
12. Language classrooms are provided with sufficient chalkboard space. na 1 2 3 4
13. Language classrooms are provided with sufficient bulletin board space. na 1 2 3 4
14. Central storage space is provided for the department. na 1 2 3 4
15. na 1 2 3 4

Evaluations

a) *How adequate are the physical facilities to meet instructional needs in foreign languages?* na 1 2 3 4

b) *How well are the classrooms adapted to the teaching of foreign languages?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the foreign language staff:

1. Understand foreign language conversation of normal tempo, lectures, and news broadcasts. . . . . na 1 2 3 4
2. Speak the foreign language fluently with authentic pronunciation, intonation, and rhythm. . . . . na 1 2 3 4
3. Read with immediate comprehension (without translating) prose and verse of average difficulty and mature content. . na 1 2 3 4
4. Write (compose) freely in the foreign language, with clarity and correctness in vocabulary, idiom, and syntax. . . na 1 2 3 4
5. Understand the structure of both English and the foreign language and how they differ, and use this knowledge in curriculum planning. . . . . na 1 2 3 4
6. Have an understanding of similarities and differences between our culture and the foreign culture. . . . . . . na 1 2 3 4
7. Have studied in a country where the language is or once was commonly used. . na 1 2 3 4
8. Have traveled in a country where the language is or once was commonly used. na 1 2 3 4
9. Have had preparation in modern methods of teaching foreign language. . . na 1 2 3 4
10. Maintain acquaintance with recent developments in teaching foreign language through professional reading. . . . na 1 2 3 4
11. Are continuing in-service education or are participating in activities designed to improve their foreign language teaching. . . . . na 1 2 3 4
12. Participate in professional associations. na 1 2 3 4
13. Are familiar with resource guides. . . na 1 2 3 4
14. Are aware of the services provided by foreign language consultants in the state department of education and in colleges and universities. . . . . na 1 2 3 4
15. Are able to assist the librarian in the selection of appropriate foreign language materials. . . . . na 1 2 3 4
16. Help foreign exchange teachers and students to adjust to the school and encourage them to act as resource persons in the foreign language program. . . na 1 2 3 4
17. Demonstrate ability to use visual and electronic teaching aids. . . . . . na 1 2 3 4
18. Exhibit an understanding of and concern for the needs of the students. . . . na 1 2 3 4
19. Know how to use aptitude tests for diagnosing student strengths and weaknesses in the learning of a foreign language. . na 1 2 3 4
20. na 1 2 3 4

A. INSTRUCTIONAL STAFF—Continued

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:
Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in the language taught:
0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in the language taught:
0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:
0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List each staff member's area of concentration in the language taught.

Evaluations

a) *How adequate is the preparation of staff members in the foreign language they teach?* . . . . . na 1 2 3 4
b) *How satisfactorily do members of the staff use the spoken language they are teaching?* . . . . na 1 2 3 4

Comments

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B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Clearly formulated objectives for the teaching of a foreign language have been developed. na 1 2 3 4
2. Instructional practices reflect objectives at each level of instruction. na 1 2 3 4
3. Careful planning and preparation for teaching are evident. na 1 2 3 4
4. A variety of practice exercises, drill techniques, and other activities are employed for the progressive development of all language skills. na 1 2 3 4
5. Student needs and interests are considered in planning instruction. na 1 2 3 4
6. Objectives and methods of learning the language are clearly explained to students. na 1 2 3 4
7. There is evidence of individualization of instruction through such techniques as self-instructional units, individual study, and small-group work. na 1 2 3 4
8. Instructional activities reflect the maximum use of the foreign language by students and teacher. na 1 2 3 4
9. Wherever possible, there is correlation with other subjects. na 1 2 3 4
10. Correspondence and tape exchanges with students of the foreign country are encouraged. na 1 2 3 4
11. Advanced students are encouraged to write and compose in the foreign language. na 1 2 3 4
12. There is emphasis on the learning of vocabulary in context rather than in isolation. na 1 2 3 4
13. Foreign language resources in the community are used. na 1 2 3 4
14. The language laboratory is regularly used in the instructional process. na 1 2 3 4
15. Audio-visual aids are used as an integral part of instruction. na 1 2 3 4
16. Use is made of library resources in achieving the objectives of the courses. na 1 2 3 4
17. Classroom conversation in the foreign language deals both with everyday situations and with informational and literary materials heard and read, depending on the level of instruction. na 1 2 3 4
18. Sensitivity to the foreign culture is fostered throughout the language sequence by having the students become acquainted with the daily life and customs of the people and their contributions to all fields of human endeavor. na 1 2 3 4
19. Cocurricular activities such as language clubs, assemblies, dramatic productions, films, and folk dancing are sponsored. na 1 2 3 4
20. The development of the language skill to be mastered is reinforced by explanations and generalizations concerning its structure. na 1 2 3 4
21. Students are encouraged to attend foreign language summer programs. na 1 2 3 4
22. Display materials on bulletin boards are integrated with the ongoing activities of the foreign language classes. na 1 2 3 4
23. Students with foreign language aptitude have counseling available about possibilities of continuing in advanced foreign language courses in high school. na 1 2 3 4
24. Students with foreign language aptitude have counseling available about possibilities of continuing postsecondary study. na 1 2 3 4
25. na 1 2 3 4

Supplementary Data

1. Describe any innovations tried out during the past two years (attach extra sheets, if necessary).

Evaluations

a) How adequate is the planning and preparation for instruction? na 1 2 3 4

b) To what degree is instruction adapted to the needs of individual students? na 1 2 3 4

c) How extensively is the foreign language (modern) used in classroom conversation? na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. The teaching materials selected are carefully integrated and articulated from level to level. . . . . na 1 2 3 4
2. In selecting teaching materials and activities, consideration is given to the maturity and understanding of students. na 1 2 3 4
3. The foreign language program uses a variety of materials on tape and in print to provide for the individual differences among class members. . . . . na 1 2 3 4
4. Instructional materials help the student understand the structure of the foreign languages. . . . . na 1 2 3 4
5. The following materials are up to date and easily available to staff and students (check if available): . . . . na 1 2 3 4
    - _____ Integrated materials such as tapes, text materials, teacher's guides, workbooks, audio-visual aids, classroom tests, and individual take-home recordings.
    - _____ Supplementary listening and reading materials and self-instructional units that provide for differences in the abilities, interests, and achievement levels among the students.
    - _____ Collections of such resources as bilingual and monolingual dictionaries, encyclopedias, and reference grammars geared to the age level and interests of the students.
    - _____ Foreign language materials, such as periodicals and newspapers and young people's magazines and comic books.
    - _____ Wall maps with foreign names, travel literature, foreign advertisements, posters, postcards, calendars, samples of foreign money and foreign products, games used in the foreign country, and other appropriate paraphernalia.
    - _____ Professional recordings of literary, informational, and musical materials.
    - _____ Transparencies, filmstrips, slides, films, pictures.
    - _____ Books in English dealing with the country whose language is being learned.
    - _____ Teacher-prepared foreign language curriculum guides, source lists, and other materials.
    - _____ Professional and reference materials for teacher use.
6. na 1 2 3 4

Evaluations

a) How adequate is the variety *of instructional materials?* . . . . na 1 2 3 4

b) How adequate is the quality *of instructional materials?* . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation of students' progress is an integral part of language teaching. . . na 1 2 3 4
2. The primary objectives of evaluation are to identify and diagnose problems, to guide instruction, and to measure achievement. . . . . na 1 2 3 4
3. The skills are tested by techniques appropriate to the skill and to the level of instruction. . . . . na 1 2 3 4
4. Knowledge of foreign language structures is tested separately. . . . . na 1 2 3 4
5. The purpose of each evaluative activity is clear to the students and to the teacher. . . . . na 1 2 3 4
6. Evaluative techniques and activities simulate authentic language situations. na 1 2 3 4
7. Evaluative activities, especially in the speaking skill, are conducted daily but are not always in the nature of formal tests. . . . . na 1 2 3 4
8. The four skills (speaking, listening, reading, writing) are evaluated in proportion to the emphasis which they receive in instruction. . . . . na 1 2 3 4
9. Instructional procedures and evaluative techniques are similar in nature and in degree of difficulty. . . . . . . na 1 2 3 4
10. A variety of evaluative techniques are used. . . . . na 1 2 3 4
11. Opportunities are provided for students to evaluate their own work. . . . . na 1 2 3 4
12. The record of achievement of students in subsequent high school and college language courses is taken into consideration in the evaluation of the total language program. . . . . na 1 2 3 4
13. Appropriate standardized tests are used. na 1 2 3 4
14. na 1 2 3 4

Supplementary Data

1. Describe the testing program in foreign languages.

2. Show how this testing program is used to evaluate:
   - *a*) Strengths, weaknesses, and yearly growth of individual students.
   - *b*) Class achievement in terms of national or other norms.
   - *c*) Class weaknesses.

Evaluations

a) *How adequate are the evaluation procedures?* . . . . na 1 2 3 4

b) *How well do teachers use evaluation in analyzing the effectiveness of their teaching?* . . . . . . na 1 2 3 4

c) *To what extent does evaluation identify students with particular promise in the field of foreign language?* . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *How well do students understand the foreign language when it is spoken?* na 1 2 3 4

b) *How well do students speak the foreign language?* na 1 2 3 4

c) *How well do students read and understand the foreign language without translating?* na 1 2 3 4

d) *How well do students express themselves in writing in the foreign language?* na 1 2 3 4

e) *To what extent do students show an interest in and a sensitivity to the cultures of the people whose language is being studied?* na 1 2 3 4

f) *To what extent do foreign language students use the language outside the classroom?* na 1 2 3 4

g) *To what extent do foreign language students use the language after having completed their study of it?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE FOREIGN LANGUAGE PROGRAM

1. In what respects is the foreign language program most satisfactory and commendable?

2. In what respects is the foreign language program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the foreign language program.

VII. GENERAL EVALUATION OF INSTRUCTION IN FOREIGN LANGUAGE

Evaluations

a) *To what extent does instruction in foreign language meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is instruction in foreign language consistent with the philosophy and objectives as given in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in foreign language instruction and seeking their solution?* . . . . na 1 2 3 4

SECTION

Health Education 4-8

NAME OF SCHOOL ________________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance,
rejection, or modification. Please feel free to make changes.

Health education provides opportunities for students to develop knowledge, attitudes, and practices necessary to meet the present health needs of youth and society. It also provides an opportunity for students to develop a concept of health which will be functional in the future.

Health education should be offered through separate courses, that are centered on the individual and his relationship to environment, family, and society, and are focused on those behaviors required to achieve a level of well-being that is necessary for optimum functioning. The criteria in this section are formulated for health education courses organized as separate subject areas of instruction.

In some schools, instruction in health is integrated with other subject areas. In such cases, the Health Education section should be modified to reflect the integrated program.

The consideration of health subject matter as part of other subject areas does not provide for the development of the breadth, depth, or sequence necessary for the health education program to achieve its purposes. However, the relationships between health and other curricular areas should not be neglected.

NOTE: *Before proceeding with the work of this section,* prepare and attach as part of the section a list of the major goals of health education that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	Excellent
3	Good
2	Fair
1	Poor or missing
na	Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. Health instruction is provided through separate courses that constitute a planned, sequential program of study. . na 1 2 3 4
2. Elective health education courses are also provided. . . . . na 1 2 3 4
3. Students of comparable grade and developmental levels are scheduled for the same classes. . . . . na 1 2 3 4
4. Wherever appropriate, health education classes are coeducational. . . . . na 1 2 3 4
5. The size of classes permits flexibility in organizing for teaching. . . . . . na 1 2 3 4
6. Health education is coordinated with related subject areas. . . . . . na 1 2 3 4
7. Time is provided for staff members to develop instructional materials. . . . na 1 2 3 4
8. Coordination of health education is the responsibility of one individual. . . na 1 2 3 4
9. Teachers from the various grade levels plan together to develop a sequential program in health education. . . . na 1 2 3 4
10. Teachers of the same grade level plan together to develop the health education program at that level. . . . . . na 1 2 3 4
11. na 1 2 3 4

Supplementary Data (Fill in the following table for all courses in health education.)

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Evaluations

a) *How adequate is the provision for health instruction?* . . . . na 1 2 3 4

b) *Do the time allotments for health education adequately meet the need for health instruction?* . . na 1 2 3 4

c) *To what extent are opportunities provided for students to elect additional courses in the area of health education?* . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

The curriculum consists of a variety of content areas which enable the student to:

1. Develop individual responsibility for personal and community health. na 1 2 3 4
2. Recognize the influence of values on health behavior. na 1 2 3 4
3. Critically appraise and select health services. na 1 2 3 4
4. Critically evaluate health information. na 1 2 3 4
5. Understand his role in personal relationships (sex education and family life). na 1 2 3 4
6. Identify and cope with potential hazards in the environment. na 1 2 3 4
7. Recognize the importance of preventive rather than remedial action. na 1 2 3 4
8. Understand the growth and development of the human body and their relationship to health. na 1 2 3 4
9. Understand human needs and motivation, including sexuality. na 1 2 3 4
10. Understand the role and contributions of private, public, and professional organizations in solving health problems of the nation and of individuals. na 1 2 3 4
11. Understand factors influencing mental and emotional health. na 1 2 3 4
12. Select the foods necessary for the building, regulation, and repair of body tissues. na 1 2 3 4
13. Understand the causes and prevention of the major communicable and noncommunicable diseases. na 1 2 3 4
14. Understand the hazards as well as the therapeutic benefits, if any, in the use of alcohol, tobacco, and drugs. na 1 2 3 4
15. na 1 2 3 4

Evaluations

a) *How adequate are the offerings to develop in the student an understanding and appreciation of health?* na 1 2 3 4

b) *How adequate are the offerings to develop in the student a responsibility for maintaining and improving health?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Instructional space provides for a wide variety of class activities na 1 2 3 4
2. Space is provided for storage of instructional materials. na 1 2 3 4
3. Display space is available for student projects and other instructional materials. na 1 2 3 4
4. A variety of instructional equipment is available. na 1 2 3 4
5. Library facilities are available to students and teachers. na 1 2 3 4
6. A private area is available for teacher-student conferences. na 1 2 3 4
7. Teachers' work space is available with provision also for collections of reference and resource materials. na 1 2 3 4
8. na 1 2 3 4

Evaluations

a) *How adequate are physicial facilities for a variety of health education activities?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

All staff members who are responsible for organizing and teaching health education:

1. Hold valid teaching certificates. . . na 1 2 3 4
2. Have preparation in the biological sciences. . . . . na 1 2 3 4
3. Have preparation in the physical sciences. na 1 2 3 4
4. Have preparation in the behavioral sciences. . . . . na 1 2 3 4
5. Have preparation in professional health courses (e.g., school health education, personal and community health, safety education, first aid, nutrition, sex education, methods and materials in health instruction). . . . . na 1 2 3 4
6. Utilize community health resources in health instruction. . . . . na 1 2 3 4
7. Continue in-service education through formal study and professional activities. na 1 2 3 4
8. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in health education:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in health education:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in health education of each staff member.

Evaluations

a) *How adequate is the staff's preparation in general education?* . . . . na 1 2 3 4
b) *To what extent is the staff adequately prepared in the biological, physical, and behavioral sciences?* . na 1 2 3 4
c) *How adequate is staff preparation in professional health education?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction in health education contributes to the over-all educational objectives of the school. . . . . . na 1 2 3 4
2. Objectives in health education are clearly formulated. . . . . . . na 1 2 3 4
3. Specific activities contribute to the attainment of the objectives of health education. . . . . na 1 2 3 4
4. Instruction has application to personal health problems. . . . . na 1 2 3 4
5. Instruction is adapted to changing health knowledge and needs. . . . . na 1 2 3 4
6. Instruction includes the study of community health needs. . . . . . . na 1 2 3 4
7. When feasible, students have a part in planning instructional activities. . . na 1 2 3 4
8. Careful planning and preparation for instruction are evident. . . . . . . na 1 2 3 4
9. Evaluation of current health information as reported by the mass media is included in the instruction. . . . . na 1 2 3 4
10. A variety of audio-visual materials are employed. . . . . na 1 2 3 4
11. A variety of community resources are used to supplement instruction. . . . na 1 2 3 4
12. Resource persons, both within and outside the school, are used to supplement instruction. . . . . na 1 2 3 4
13. na 1 2 3 4

Evaluations

a) *How adequately is the instruction planned?* . . . . na 1 2 3 4

b) *To what extent are a variety of instructional activities used?* . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. A variety of instructional materials are available for classroom use. . . . . na 1 2 3 4
2. Printed materials adapted to a variety of reading levels are available for student use. . . . . na 1 2 3 4
3. Community values are considered in the choice and use of instructional materials. na 1 2 3 4
4. All instructional materials are reviewed regularly for accuracy and recency. . . na 1 2 3 4
5. Current periodicals pertaining to health are available. . . . . na 1 2 3 4
6. A variety of health reference works are available for use by teachers and students. . . . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) How adequate is the variety *of instructional materials?* . . . . na 1 2 3 4
b) How adequate is the quality *of instructional materials?* . . . . na 1 2 3 4
c) To what extent are instructional materials kept current? . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation is an integral part of instruction. . . . . na 1 2 3 4
2. Evaluation places emphasis on the growth of the individual toward accepted objectives of health education. . . . . . na 1 2 3 4
3. A variety of tests are used. . . . . na 1 2 3 4
4. Interpretation of test results is used in planning instruction. . . . . na 1 2 3 4
5. Health practices and attitudes of students are studied to determine the effectiveness of instruction. . . . . na 1 2 3 4
6. Students participate in the evaluation of the program. . . . . na 1 2 3 4
7. Students are encouraged to evaluate their own health practices and to assume responsibility for improvement. . . . na 1 2 3 4
8. na 1 2 3 4

Evaluations

a) How comprehensive are evaluation procedures? . . . . na 1 2 3 4
b) How well do teachers use the methods of evaluation in analyzing the effectiveness of their teaching? . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what extent does the behavior of students give evidence of desirable habits and attitudes related to health?* na 1 2 3 4

b) *To what extent do students possess knowledge and understanding of adolescent development?* na 1 2 3 4

c) *To what extent do students possess knowledge and understanding of personal health problems?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE HEALTH EDUCATION PROGRAM

1. In what respects is the health education program most satisfactory and commendable?

2. In what respects is the health education program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the health education program.

VII. GENERAL EVALUATION OF INSTRUCTION IN HEALTH EDUCATION

Evaluations

a) *To what extent does instruction in health education meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4

b) *To what extent is instruction in health education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* na 1 2 3 4

c) *To what extent is the school identifying problems in health education instruction and seeking their solution?* na 1 2 3 4

SECTION

Home Economics 4-9

NAME OF SCHOOL ______________________ **DATE** __________

Self-evaluation by

__________ __________ __________

__________ __________ __________

__________ __________ __________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

A vital home economics program is concerned with guiding all students to develop attitudes, appreciation, understanding, and abilities necessary for achieving satisfying personal and family living. Further, it prepares some youth and adults for employment in occupations related to home economics.

Because every person's contributions to the greater society depend heavily on his early "family" experiences, education for home and family life needs to be a quality program available to all students sometime during their school career. No matter what the interests, intellect, education, or family background of a person is, his success, satisfactions, and growth toward maturity will depend largely upon his ability to relate to others, to set realistic goals for himself, and to use resources available to him to achieve these goals. For these reasons, if the home economics curriculum is to be vital, the selection of offerings must have its basis in research and must focus on principles and ideas that tend to strengthen individuals and families.

Modifications in the roles of men and women in regard to the home make it desirable for male students as well as women and girls to receive education for home and family life so that all members of the family may carry their responsibilities effectively. With more and more women engaging in gainful employment, they need preparation to function effectively in dual roles in homemaking and employment. As societal forces create changes in homemaking, the emphases in home economics programs must be revised and refocused.

The most meaningful experiences in home economics education are those that are correlated and integrated with the home and community life of students. Teachers can help keep programs attuned to the needs and interests of students through cooperative planning with students, administrators, other teachers, and parents and other members of the community, and through recognition of the diversity and differences among learners.

In order for home economics education to be meaningful, its goals must be realistic and the ideas carefully selected. A variety of learning experiences must be offered; the sequences of learning must be carefully planned and articulated from level to level; and multisensory experiences must be geared to individual differences among students. In an environment of inquiry conducive to independent thinking, students will be directed toward grasping concepts and will become prepared to make intelligent choices and to develop skill in applying principles and generalizations to new situations.

Home economics programs are vital when they are characterized by creativity, flexibility, and respect for human values. Although there will be considerable similarity among programs, they should allow each student equal opportunity to develop his own interests and potential with the resources available to him.

NOTE: *Before proceeding with work on this section,* prepare and attach as part of the section a list of the major goals of the home economics department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	Excellent
3	Good
2	Fair
1	Poor or missing
na	Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. Offerings in home economics are adequate in number and open to all students. na 1 2 3 4
2. Class size is regulated by the needs and objectives of individual classes. na 1 2 3 4
3. Provision is made for flexible class structuring and teaching organization. na 1 2 3 4
4. The teacher has sufficient released time for in-service education and work with individual students. na 1 2 3 4
5. Provision is made for coordination of subject matter with other departments. na 1 2 3 4
6. The Future Homemakers of America or other related organizations are an integral part of the program. na 1 2 3 4
7. Contacts with homes and parents are effected to enrich home-school relationships. na 1 2 3 4
8. Various means are employed to disseminate information about the home economics program to the community. na 1 2 3 4
9. Teacher aides and professional personnel are available to assist classroom teachers. na 1 2 3 4
10. A committee composed of such people as a school administrator, a guidance counselor, a parent, teachers of home economics, and representatives of agencies and business serves in an advisory capacity. na 1 2 3 4
11. Funds are provided for extraclass needs, including purchase and maintenance of equipment and development of new programs. na 1 2 3 4
12. Within the department, a budget and record of expenditures for purchase and maintenance of equipment and for supplies is maintained. na 1 2 3 4
13. Teachers from the various grade levels plan together to develop a sequential program in home economics. na 1 2 3 4
14. Teachers of the same grade level plan together to develop the home economics program at that level. na 1 2 3 4
15. na 1 2 3 4

Supplementary Data

1. Fill in the following table for all courses in home economics.

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes

2. Comment on enrollment trends over the last five years in this department.

Evaluations

a) To what degree is the over-all home economics program organized to be of maximum benefit to all students? na 1 2 3 4

b) To what degree are time, space, funds, and equipment available to, and used with maximum efficiency by, the teachers and administrators? na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. The home economics program is based on current analyses of needs, interests, and abilities of students. na 1 2 3 4
2. Findings of research about learning are considered in curriculum planning for all students. na 1 2 3 4
3. The scope and sequence of offerings are planned to challenge each student and provide depth in learning. na 1 2 3 4
4. Students are permitted to progress at their own rate, and needless repetition is avoided. na 1 2 3 4
5. Content is chosen in accordance with clearly defined objectives stated in behavioral terms. na 1 2 3 4
6. The program stimulates independent thinking and problem-solving on the part of students. na 1 2 3 4
7. The program emphasizes for each student opportunities to develop manipulative, organizational, and managerial skills and insight into human relationships. na 1 2 3 4
8. Offerings include preparation for employment, particularly in those occupations especially appropriate for the community. na 1 2 3 4
9. Plans for evaluation of learning are evident. na 1 2 3 4
10. na 1 2 3 4

Evaluations

a) *How adequate is the* variety *of offerings to meet the needs of all students for personal and family living?* na 1 2 3 4

b) *How adequate is the* quality *of offerings to meet personal and family living needs of all students?* na 1 2 3 4

c) *To what extent do the offerings provide opportunity for practical experience in homemaking?* na 1 2 3 4

d) *How adequate are the quantity and quality of offerings to meet the needs of students who are preparing for occupations related to home economics?* na 1 2 3 4

e) *To what extent do the offerings provide opportunity for work experience for students preparing for occupations related to home economics?* na 1 2 3 4

f) *How adequate are the offerings to meet the needs of students desiring preparation in specialized areas of home economics?* na 1 2 3 4

g) *To what extent are administrators and the entire faculty aware of offerings in home economics?* na 1 2 3 4

h) *To what extent are innovative and experimental offerings being tried?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. The appearance and arrangement of the rooms reflect the philosophy and content of the program. na 1 2 3 4
2. Flexible space provides for meeting changing needs. na 1 2 3 4
3. Storage is available and easily accessible to students and teachers. na 1 2 3 4
4. The home economics department is conveniently located for ease of use by those served and for deliveries. na 1 2 3 4
5. Facilities are arranged for easy movement by teachers and students. na 1 2 3 4
6. Provision is made for (check those for which provision is adequate): na 1 2 3 4
   - _____ Hot and cold running water.
   - _____ Ventilation.
   - _____ Heating.
   - _____ Lighting.
   - _____ Electric outlets and gas connections.
   - _____ Appropriate electric voltage.
   - _____ Chalkboards.
   - _____ Display areas.
   - _____ Laundry.
   - _____ Disposal of garbage.
   - _____ Protection from insects and other pests.
   - _____ Teachers' work centers.
7. Equipment and furnishings in the department are selected:
   - *a*) According to permanent or temporary use. na 1 2 3 4
   - *b*) To illustrate a variety of choices within a range of costs and family situations. na 1 2 3 4
   - *c*) To create an atmosphere that evidences hospitality. na 1 2 3 4
   - *d*) To create an attractive environment for learning. na 1 2 3 4
8. The home economics department reflects current developments in types of equipment and furnishings. na 1 2 3 4
9. Space and equipment are provided for students to pursue independent experimentation and study. na 1 2 3 4
10. Equipment is maintained in good working condition. na 1 2 3 4
11. Cleanliness and sanitation are evident in the department. na 1 2 3 4
12. Provisions are made for care and maintenance of facilities by the custodial staff. na 1 2 3 4
13. Furnishings and equipment are so arranged as to provide maximum safety to students. na 1 2 3 4
14. Basic first aid is provided by a health service or other designated authority. na 1 2 3 4
15. Fire extinguishers are readily available, and students and teachers know how to use them. na 1 2 3 4
16. na 1 2 3 4

Evaluations

a) *To what extent do the planning and layout of the department (including furnishings and equipment) create surroundings conducive to learning?* na 1 2 3 4

b) *How well do the space provisions meet recommended standards?* na 1 2 3 4

c) *How adequate is the* quality *of equipment, materials, and supplies to meet curricular needs?* na 1 2 3 4

d) *How adequate is the* amount *of materials, equipment, and supplies to meet curricular needs?* na 1 2 3 4

e) *How adequate are the safety and sanitation facilities?* na 1 2 3 4

f) *How adequate is the care and maintenance of the department?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

1. Teachers in a comprehensive program have a broad background in home economics subject areas. na 1 2 3 4
2. Teachers of specialized areas have both a broad background and specialized preparation for the area taught. na 1 2 3 4
3. All teachers have educational preparation in learning theory and process, curriculum development, methods, media, and evaluation. na 1 2 3 4
4. Teachers have preparation for working with students on activities related to home economics. na 1 2 3 4
5. Teachers of occupational courses have preparation and experience in those areas. na 1 2 3 4
6. All teachers meet state certification requirements. na 1 2 3 4
7. Teachers participate in local cooperative curriculum development. na 1 2 3 4
8. Teachers are active in state-wide curriculum development. na 1 2 3 4
9. Teachers participate in studies to improve learning and teaching. na 1 2 3 4
10. Teachers show a familiarity with agencies and educational services available to enhance home economics offerings. na 1 2 3 4
11. The department reflects an awareness of current trends. na 1 2 3 4
12. Teachers are members of professional organizations and participate actively in them. na 1 2 3 4
13. There is evidence of continuous professional activity by each faculty member. na 1 2 3 4
14. Teachers work closely and cooperatively with other home economists in the community and the state. na 1 2 3 4
15. Teachers keep abreast of the ideas in professional journals. na 1 2 3 4
16. Teachers work to make home economics an integral part of the school curriculum. na 1 2 3 4
17. Teachers are sought out to assume responsibilities related to their field. na 1 2 3 4
18. Teachers of occupational courses are familiar with employment possibilities related to their field. na 1 2 3 4
19. Teachers give evidence of enjoyment and satisfaction in their work. na 1 2 3 4
20. Auxiliary personnel assist in teacher-related activities. na 1 2 3 4
21. na 1 2 3 4

Supplementary Data

1. What evidence is there to show that teachers are sought out to assume responsibilities related to their field?

2. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in home economics:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in home economics:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

3. List areas of concentration in home economics of each staff member.

A. INSTRUCTIONAL STAFF—Continued

Evaluations

a) To what extent is the staff prepared in home economics subject areas? na 1 2 3 4

b) To what extent is the staff prepared in understanding educational principles and applying them? na 1 2 3 4

c) To what extent do teachers work with students in the activities program? na 1 2 3 4

d) To what extent do teachers of occupational programs show insights into specialized needs in occupational fields related to the program offered? na 1 2 3 4

e) To what extent do teachers of occupational programs have skills related to these programs? na 1 2 3 4

f) How extensive is the continuing evaluation and revision of the home economics curriculum in light of current needs of students? na 1 2 3 4

g) How alert is the staff to professional obligations and opportunities, and to what extent is it resourceful and innovative in carrying out professional responsibilities? na 1 2 3 4

h) To what extent are the home economics staff members effective in their working relationships with other members of the faculty? na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Students participate in setting objectives, planning activities, and evaluating their own progress. na 1 2 3 4
2. Teachers use findings obtained through use of such diagnostic techniques as questionnaires, achievement tests, checklists, interest inventories, and individual conferences. na 1 2 3 4
3. Teachers become acquainted with students and their homes. na 1 2 3 4
4. There is consideration of student needs, interests, and abilities in planning. na 1 2 3 4
5. Students are grouped in ways that foster individual growth. na 1 2 3 4
6. Projects and experiments are suited to the individual interests and ability levels of students. na 1 2 3 4
7. Provision is made for the availability of reading materials of various levels of difficulty. na 1 2 3 4
8. Teaching-learning processes, by encouraging individual initiative, aid in the development of independent thinking. na 1 2 3 4
9. Activities provide opportunities for students to discover concepts and relationships. na 1 2 3 4
10. Creativity is encouraged. na 1 2 3 4
11. Students are required to make decisions related to problems of daily living. na 1 2 3 4
12. Students are required to justify their decisions. na 1 2 3 4
13. Students are required to assume responsibility for the consequences of their decisions. na 1 2 3 4
14. Teaching-learning processes avoid prescription of behavior. na 1 2 3 4
15. Teaching-learning processes encourage development and clarification of values and a general philosophy of life by fostering positive attitudes toward learning. na 1 2 3 4
16. Efforts are made to create a climate which makes learning pleasant and permits individual expression. na 1 2 3 4
17. Activities stress the usefulness of learning. na 1 2 3 4
18. Activities foster the development of feelings of self-respect in each student. na 1 2 3 4
19. Activities encourage experimentation. na 1 2 3 4
20. Activities make use of multisensory materials. na 1 2 3 4
21. Activities are based on findings in recent research. na 1 2 3 4
22. Activities are geared to the probable future employment choices of students. na 1 2 3 4
23. Emphasis is given to the sequential nature of learning. na 1 2 3 4
24. Examination of the effectiveness of teaching-learning processes used is continuous and revisions are made accordingly. na 1 2 3 4
25. Students with home economics aptitude have counseling available on possibilities of continuing in advanced home economics courses in high school. na 1 2 3 4
26. Students with home economics aptitude have counseling available on possibilities of continuing postsecondary home economics study. na 1 2 3 4
27. na 1 2 3 4

Evaluations

a) *To what extent is there recognition of individual differences and encouragement of individual development?* na 1 2 3 4

b) *To what extent do activities foster cognitive development or ability to think independently?* na 1 2 3 4

c) *To what extent do activities encourage the development of values?* na 1 2 3 4

d) *To what extent can teachers justify their choices of teaching-learning processes?* na 1 2 3 4

e) *To what extent are activities evaluated and revised accordingly?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. The following materials (commercial and teacher-prepared) are up to date and easily available to teachers and students (check if available): . . . . na 1 2 3 4
    - _____ Reference books.
    - _____ Periodicals, pamphlets, bulletins, brochures.
    - _____ Charts, posters.
    - _____ Photographs, pictures.
    - _____ Films, filmstrips, slides.
    - _____ Single concept film loops.
    - _____ Projectors.
    - _____ Overhead transparencies.
    - _____ Tape recordings, records.
    - _____ Video tape recordings.
    - _____ Self-instructional material.
    - _____ Radioscopics.
    - _____ Supplies (clothing, food, toys, linens, utensils).
    - _____ Art supplies.
    - _____ Models.
    - _____ Case studies.
2. The school provides for efficient duplication service. . . . . na 1 2 3 4
3. Materials of instruction are organized and maintained for ready availability. . na 1 2 3 4
4. Students share responsibility for selection and care of instructional materials. . . na 1 2 3 4
5. An inventory of all instructional materials is maintained in the department. . na 1 2 3 4
6. The teacher uses community resources, both material and personnel, in instructional activities. . . . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) *To what extent are innovative instructional materials used?* . . . . na 1 2 3 4

b) *To what extent are instructional materials of varying degrees of difficulty available?* . . . . . na 1 2 3 4

c) *To what extent is there evidence that the instructional materials are used by students and teachers?* . na 1 2 3 4

d) *How adequate is the quantity of instructional materials for the number of students in the program?* . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation of student progress is comprehensive and continuous. na 1 2 3 4
2. Evaluation is based on the objectives of the course. na 1 2 3 4
3. Evaluation is an integral part of the teaching-learning process. na 1 2 3 4
4. Evaluation is composed of written and oral, subjective and objective means. na 1 2 3 4
5. Evaluation is designed to assess both teaching and learning. na 1 2 3 4
6. Students participate in evaluating their own progress. na 1 2 3 4
7. Teachers help interpret evaluations to parents. na 1 2 3 4
8. Representatives of business and institutions participate in the evaluation and interpretation of progress made in the work experiences of students. na 1 2 3 4
9. Evidence of individual progress is recorded regularly and in specific terms. na 1 2 3 4
10. Interpretation of the results of evaluation is used by the students and teacher to:
    - *a*) Guide planning for next steps. na 1 2 3 4
    - *b*) Diagnose student strengths and weaknesses. na 1 2 3 4
    - *c*) Determine growth of individuals in relation to objectives of the course. na 1 2 3 4
    - *d*) Share with guidance counselors and other personnel additional information from the home economics department. na 1 2 3 4
11. Provision is made for some follow-up of students to determine the effectiveness of the program for home and family living, job placement, and career success. na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) *How adequate are evaluation procedures in home economics?* na 1 2 3 4

b) *How well do teachers use methods of evaluation in analyzing the effectiveness of their teaching?* na 1 2 3 4

c) *To what extent do evaluation procedures identify students of unusual ability in home economics?* na 1 2 3 4

d) *To what extent do evaluation procedures identify individual needs of students?* na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) To what extent are home economics offerings available to all students? . . . . na 1 2 3 4

b) To what extent are offerings elected by students? . . . . na 1 2 3 4

c) To what extent are students aware of the influence of the family on its members and on society? . . na 1 2 3 4

d) To what extent are students able to make and carry out intelligent decisions regarding personal, family, and community resources? . . . . na 1 2 3 4

e) To what extent are students able to evaluate their own abilities and to plan for continuing growth? . . na 1 2 3 4

f) To what extent are students prepared for finding, keeping, and advancing in a job? . . . . . . na 1 2 3 4

g) To what extent are students motivated to continue learning? . . . . na 1 2 3 4

h) To what extent are students able to contribute to society as citizens? . . . . na 1 2 3 4

i) To what extent do students with special aptitudes indicate a desire to prepare for home economics careers? . . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE HOME ECONOMICS PROGRAM

1. In what respects is the home economics program most satisfactory and commendable?

2. In what respects is the home economics program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the home economics program.

VII. GENERAL EVALUATION OF INSTRUCTION IN HOME ECONOMICS

Evaluations

a) *To what extent does instruction in home economics meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is instruction in home economics consistent with the philosophy and objectives as given in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in home economics instruction and seeking their solution?* . . . . na 1 2 3 4

SECTION

Industrial Arts 4-10

NAME OF SCHOOL ______________________ **DATE** __________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The industrial arts curriculum consists of units of instruction designed to meet those student needs that are related to the industrial sector of the American economy. For all students, both boys and girls, the industrial arts curriculum offers orientation to an industrial environment, occupational information, opportunity for the development of consumer knowledge and skills related to industry and industrial products, and a variety of leisure-time pursuits to meet particular interests and needs that are important in our modern technical society.

Emphasis in instruction is placed on social and personal needs related to the use of industrial goods and services in the home and community. Industrial arts activities are, in general, exploratory in nature and continue to be so until students require more specialized training in vocational trade and industrial education.

If satisfactory vocational facilities are not available, the industrial arts department may assume some responsibility for this specialized training.

NOTE: *Before proceeding with the work on this section,* prepare and attach as a part of the section a list of the major goals of the industrial arts department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

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Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. The program of industrial arts education is available to all students as an elective. na 1 2 3 4
2. Specific industrial arts objectives or goals are identified with each course offering. . . . . na 1 2 3 4
3. The industrial arts program is so organized that it can be adjusted to the demands of new situations. . . . . . . na 1 2 3 4
4. Industrial arts facilities are available to students, under proper supervision, outside regular class time. . . . . . na 1 2 3 4
5. Class periods are of sufficient length to produce progress in learning. . . . na 1 2 3 4
6. Class size is determined by such factors as type of activity, available space, and safety of students. . . . . na 1 2 3 4
7. The school budget provides adequate funds to support all elements of the industrial arts program. . . . . . na 1 2 3 4
8. Program development is a cooperative endeavor involving administrators, supervisors, teachers, and lay people. Teachers and students work together in planning on the classroom level. . . . na 1 2 3 4
9. The industrial arts program is coordinated with other courses. . . . . . na 1 2 3 4
10. Staff members cooperate with the public relations efforts of the school. . . . na 1 2 3 4
11. Repair and production jobs are permitted in the industrial arts program *only* if they are desirable educational experiences for students. . . . . . na 1 2 3 4
12. A daily nonteaching, conference period, free from regularly assigned duties, is provided for each teacher carrying a full schedule of classes. . . . . . . na 1 2 3 4
13. Occupational information and guidance are an integral part of the program. . na 1 2 3 4
14. Teachers of the various grade levels plan together to develop a sequential program in industrial arts. . . . . na 1 2 3 4
15. Teachers of the same grade level plan together to develop the industrial arts program at that level. . . . . . . na 1 2 3 4
16. na 1 2 3 4

Supplementary Data (Fill in the following table for all courses in industrial arts.)

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Evaluations

a) *To what extent are industrial arts courses available to all students?* . . . . na 1 2 3 4

b) *How appropriate are schedules, time allotments, and class sizes for industrial arts course offerings?* . na 1 2 3 4

c) *How adequate is financial support for the industrial arts program?* . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. The courses provide opportunities for youth to plan, construct, and evaluate projects suitable to their interests and aptitudes. na 1 2 3 4
2. Experiences are provided in selected areas so that a degree of skill in the use of common tools and machines may be developed commensurate with the student's ability and the scope of the program. na 1 2 3 4
3. Broad content is developed in each course in the program from representative industrial processes and materials appropriate for a school shop. na 1 2 3 4
4. The part that industry has played in the development of the American way of life is emphasized in each course area. na 1 2 3 4
5. Basic skills and concepts are applied to the solution of technical problems. na 1 2 3 4
6. Specific efforts in the program are directed toward the development in each individual of an attitude of pride and interest in doing useful things. na 1 2 3 4
7. Specific efforts are directed toward the development of a working knowledge of industrial materials and processes. na 1 2 3 4
8. Emphasis is placed on the development of better understanding of such problems as appropriateness of material to use, quality of workmanship, design, and function. na 1 2 3 4
9. Specific efforts are made to develop an awareness of the variety of activities performed in our industrial environment that provide possibilities for leisure-time activities. na 1 2 3 4
10. An overview of working conditions and labor-management problems is included in the instructional program. na 1 2 3 4
11. Emphasis is placed on developing an ability to select, care for, and use industrial products intelligently. na 1 2 3 4
12. Basic skills, such as reading, writing, arithmetic, speaking, and listening, are continually emphasized and made a part of the instructional program. na 1 2 3 4
13. Emphasis is placed on a continuous and coordinated departmental program of safety. na 1 2 3 4
14. Activities in the program are organized to provide significant group activities and projects that involve situations that are likely to involve problems. na 1 2 3 4
15. Student-centered activities are emphasized in the teaching-learning process. na 1 2 3 4
16. Experiences are provided to acquaint the student with the world of work, including its changing nature, and to help develop a wholesome attitude toward work. na 1 2 3 4
17. Students are provided an opportunity for in-depth specialization in areas of their respective aptitudes and interests. na 1 2 3 4
18. na 1 2 3 4

Evaluations

a) To what extent are the information and experiences offered in the program related to modern industry? na 1 2 3 4

b) To what extent are scope and sequence of courses related to the interests, abilities, and developmental needs of students? na 1 2 3 4

c) To what extent do the offerings provide for exploratory or tryout experiences with a variety of tools, materials, and industrial processes? na 1 2 3 4

d) To what extent do students understand labor-management problems? na 1 2 3 4

e) To what extent is student responsibility and leadership developed? na 1 2 3 4

f) To what extent is the program flexible to meet the needs of all students? na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Facilities are appropriately located as a unit for students as well as for adult evening classes. na 1 2 3 4
2. Total floor area is consistent with accepted standards. na 1 2 3 4
3. Natural light is effectively controlled to eliminate glare. Sufficient supplemental artificial light, properly diffused and distributed, is provided. Local lighting is provided in critical work areas. na 1 2 3 4
4. Floors are in good condition and are suited to the area in which they are located; precautions are taken against slippery floors, special attention being given to machine areas. na 1 2 3 4
5. Facilities for heating, ventilation, and air conditioning commensurate with good working conditions are available. na 1 2 3 4
6. Exhaust ventilation equipment is available in areas where excessive heat, fumes, gases, and dust are produced. na 1 2 3 4
7. Where needed, properly designed and located gas, water, electrical, and compressed air facilities are provided. na 1 2 3 4
8. Each school shop facility has a minimum of two entrance-exit doors that each measure 36 inches or more in width. na 1 2 3 4
9. Ceiling height is appropriate, i.e., between 12 feet and 14 feet in all school shops and drawing rooms; and where applicable, ceilings are constructed of a material having a high coefficient of sound absorption. na 1 2 3 4
10. A ventilated fire-resistant cabinet is provided for the storage of combustible materials. A metal, self-closing container is provided for soiled rags. Each shop is equipped with appropriately located fire extinguishers of the correct type and size. na 1 2 3 4
11. Shop walls are durable and easily cleaned from floor to top-of-door height. Sound-absorbing materials are used on upper wall surfaces wherever the amount of noise suggests special wall treatment. na 1 2 3 4
12. Washing facilities and drinking fountain of appropriate design and location are provided. na 1 2 3 4
13. Display case of a sufficient size, properly lighted and appropriately located, is provided. na 1 2 3 4
14. Convenient office or desk space is provided. na 1 2 3 4
15. A filing space is located near the instructor's desk and is adequate for all necessary records, pamphlets, and illustrative materials. na 1 2 3 4
16. School shop contains a convenient and centrally located tool and supply center and, where applicable, an adequate number of well-laid-out tool panel areas for special tools. na 1 2 3 4
17. Principles of "color dynamics," with moderation, are followed throughout each of the shops and on equipment. na 1 2 3 4
18. Safe storage is provided for all supplies; storage area accommodates full-length stock and all materials. na 1 2 3 4
19. Adequate storage areas are provided for student projects under construction as well as for articles in the assembling and finishing stages. na 1 2 3 4
20. Lockers are adequate in number and size and are located so as to avoid crowding. na 1 2 3 4
21. Equipment is arranged with reference to the sequence of operations and their relationship to other areas. Adequate clearance, as dictated by the function of the machine, is provided around all equipment. na 1 2 3 4
22. Work stations are sufficient in number to provide flexibility. na 1 2 3 4
23. A finishing area with the following characteristics is provided in each shop where the facility is important: adequate in size, appropriately located, properly lighted and ventilated, easily supervised, and relatively free from dust. na 1 2 3 4
24. A demonstration and discussion area, with space for each student, is provided in all shops. na 1 2 3 4
25. A shop library and planning facilities are located conveniently but away from major machine noises and dirty areas of the shop. Adequate space is provided for the storage of books, magazines, and folders. na 1 2 3 4
26. The facilities provided for using instructional materials are appropriate to their purpose and conveniently located. na 1 2 3 4
27. Tools and machines are selected on the basis of their instructional value. na 1 2 3 4
28. The quantity and variety of tools, instruments, and equipment provided meet the needs of the program. na 1 2 3 4
29. Unit-type machines with self-contained motors are used throughout the program; equipment is adapted to the size and maturity of the students, i.e., height from the floor to the working surface of a machine, horsepower, speed, and capacity. na 1 2 3 4

Continued on next page

III. PHYSICAL FACILITIES—Continued

Checklist—Continued

30. All power machines and manually operated equipment are provided with effective guards that are used by the operators at all times. na 1 2 3 4
31. Conveniently located and appropriately painted switches or control boxes are provided on all power machines. These are easily accessible from the position of the operator. na 1 2 3 4
32. A master electrical panel is conveniently located in each shop. All machines that are wired in with the building are provided with disconnect switches and have controls providing undervoltage and overload protection. All machines are grounded. na 1 2 3 4
33. All tools and equipment used in school shops receive proper maintenance. na 1 2 3 4
34. Appropriately identified safety zones are marked around machines and in areas where there are potential hazards. na 1 2 3 4
35. Safety clothing and protective devices are provided. na 1 2 3 4
36. One or more well-located, permanent chalkboards, ample in size and in good condition, are provided in each school shop or drawing room. na 1 2 3 4
37. One or more well-located tackboards, ample in size and in good condition, are provided in each school shop. na 1 2 3 4
38. Motion picture, filmstrip, slide, and opaque projectors and screens are available. na 1 2 3 4
39. Industrial arts shops are clean and neat. na 1 2 3 4
40. Good planning and organization are in evidence. na 1 2 3 4
41. Custodial services are sufficient. na 1 2 3 4
42. na 1 2 3 4

Evaluations

a) *How satisfactory are the space and layout of shops?* na 1 2 3 4

b) *How adequate are the machinery and equipment?* na 1 2 3 4

c) *How satisfactory are health and safety measures?* na 1 2 3 4

d) *How adequate are provisions for storage?* na 1 2 3 4

e) *How up to date is the equipment?* na 1 2 3 4

f) *How adequate are bulletin boards and display cases or areas?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the industrial arts staff:

1. Possess and put into operation a well-defined contemporary philosophy of education. . . . . na 1 2 3 4
2. Are properly qualified and certified. . . na 1 2 3 4
3. Manifest competence in a variety of teaching methods. . . . . na 1 2 3 4
4. Recognize the importance of activities in the instructional program. . . . . na 1 2 3 4
5. Invite parent and community reactions to the program. . . . . na 1 2 3 4
6. Keep abreast of professional literature, research, and development in the field of education. . . . . na 1 2 3 4
7. Discuss their curriculum and sponsor activities which help their colleagues to a better understanding of the program. na 1 2 3 4
8. Are aware of teaching problems in other areas and work for the improvement of the whole school program. . . . . na 1 2 3 4
9. Understand counseling procedures and guidance services and help students with educational and vocational choices. . na 1 2 3 4
10. Are qualified in first aid and safety procedures. . . . . na 1 2 3 4
11. Maintain an active interest in professional advancement through participation in educational organizations and formal study. . . . . na 1 2 3 4
12. Have rapport with industry in the area. na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in industrial arts:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in industrial arts:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in industrial arts of each staff member (attach sheets, if necessary).

Evaluations

a) *To what extent do the staff members possess a well-defined point of view toward industrial arts education?* . . . . na 1 2 3 4
b) *To what extent do staff members possess satisfactory qualifications?* . . . . na 1 2 3 4
c) *To what extent have staff members informed themselves about current educational literature and research?* . . . . na 1 2 3 4
d) *To what extent do staff members discuss educational problems with fellow teachers, their administrators, and with the lay public?* . . . . na 1 2 3 4
e) *How adequate is the industrial experience of the staff?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Objectives of the program are stated in terms of expected student behavioral outcomes. Activities of the program can be shown to relate to objectives. . . na 1 2 3 4
2. Lesson plans and course outlines are available for each area. . . . . na 1 2 3 4
3. In developing each phase of the program, specific provisions are made for individual differences among students. . na 1 2 3 4
4. Specific efforts are directed toward the attainment of appropriate social relationships and good work habits. . . . na 1 2 3 4
5. Students working in groups exchange ideas in the solution of problems. . . na 1 2 3 4
6. Industrial arts education attempts to familiarize youth with management and production practices of industry as these affect both workers and the production of physical goods. . . . . na 1 2 3 4
7. Activities provide an opportunity for boys and girls to become familiar with, and to use many of, the basic tools, materials, and machines of industry. . . na 1 2 3 4
8. Students conduct appropriate tests and experiments which pertain to science and industry. . . . . na 1 2 3 4
9. Students learn how a variety of commercial products are made. . . . . . . na 1 2 3 4
10. Students study the sources of materials and supplies, characteristics, and limitations of industrial products. . . . . na 1 2 3 4
11. Students develop appropriate drawings and other plans and follow a systematic procedure in developing a problem or project. . . . . na 1 2 3 4
12. Community resources are used as aids to instruction. . . . . na 1 2 3 4
13. Numerous activities are designed to help students develop qualities of leadership. . . . . na 1 2 3 4
14. Students draw on many out-of-school sources of information in fulfilling assignments. . . . . na 1 2 3 4
15. Provisions are made for students to participate in related extracurricular activities. . . . . na 1 2 3 4
16. Students take an active part in the safety program by serving as student safety supervisors, solving thought-inducing safety problems, and taking safety tests. na 1 2 3 4
17. A wide variety of suitable materials and techniques are employed in instruction. na 1 2 3 4
18. Field trips that are related to shop experiences are provided. . . . . . na 1 2 3 4
19. Students with industrial arts aptitude have counseling available on the possibilities of continuing in advanced industrial arts courses in high school. . . . na 1 2 3 4
20. Students with industrial arts aptitude have counseling available on possibilities of continuing postsecondary industrial arts study. . . . . na 1 2 3 4
21. na 1 2 3 4

Evaluations

a) How effectively do instructional activities relate to student needs and program goals? . . . . . na 1 2 3 4

b) How adequate is the planning and preparation for instructional activities? . . . . na 1 2 3 4

c) How effectively do instructional activities meet community needs? . . . . na 1 2 3 4

d) How adequately are the students' needs for leisure-time activities being met? . . . . na 1 2 3 4

e) How effectively do teachers work with staff in other academic areas to provide more effective instruction? . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Current resource units and teaching guides of the city, county, and state are available. na 1 2 3 4
2. Up-to-date textbooks are available. na 1 2 3 4
3. Appropriate reference materials are available in each area. na 1 2 3 4
4. Descriptive materials and commercial products are available for instruction. na 1 2 3 4
5. Occupational brochures and current editions of the *Occupational Outlook Handbook* are available. na 1 2 3 4
6. Posters, charts, graphs, and pictures are available. na 1 2 3 4
7. Teaching aids consisting of miniature, cutaway, and actual-size projects and devices are provided. na 1 2 3 4
8. Programed instructional materials are available. na 1 2 3 4
9. Teacher-prepared materials such as study guides, course outlines, and resource units are available. na 1 2 3 4
10. na 1 2 3 4

Evaluations

a) *How extensively are teaching guides used?* na 1 2 3 4

b) *To what degree are good quality and appropriate texts and reference materials available?* na 1 2 3 4

c) *How adequate is the variety of instructional resources?* na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation is considered an integral part of the teaching-learning process. na 1 2 3 4
2. A continuous program of evaluation is employed to determine the extent to which students achieve established goals or objectives. na 1 2 3 4
3. Student participation in the evaluation procedures is a part of a learning situation. na 1 2 3 4
4. Industrial arts teachers carefully record objective data and anecdotal information. na 1 2 3 4
5. Periodic evaluations are made of current course content and methods. na 1 2 3 4
6. Evaluation of student progress is based on a variety of related criteria and suitable techniques of appraisal. na 1 2 3 4
7. Evaluation is related to differences among student aptitudes, abilities, and knowledge. na 1 2 3 4
8. Individual progress is recorded and becomes a part of the cumulative record of the student, to be used for guidance purposes. na 1 2 3 4
9. Student judgments of industrial arts experiences are secured near the end of courses and at specified times following graduation. na 1 2 3 4
10. Data obtained from tests and other evaluative devices are used to help students know what they have done well and what needs to be improved. na 1 2 3 4
11. Comparisons are made between articles developed by students in the industrial arts program and commercial products. na 1 2 3 4
12. Records are made of each student injury in the school shop and are compiled and analyzed regularly. na 1 2 3 4
13. Industrial arts equipment and facilities are inspected periodically by fire prevention and safety experts. na 1 2 3 4
14. Teacher self-evaluation is conducted at regular intervals. na 1 2 3 4
15. Evaluation instruments for appraisal of both factual content and manipulative activities are used. na 1 2 3 4
16. na 1 2 3 4

Evaluations

a) *How appropriate are the evaluation instruments?* na 1 2 3 4
b) *How satisfactory are the evaluation procedures used in the program?* na 1 2 3 4
c) *How effectively are changes implemented following an evaluation of the program?* na 1 2 3 4
d) *How satisfactory is the inspection of the school shop and its facilities?* na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what extent do students possess a knowledge and understanding of the properties and uses of important raw materials?* . . . na 1 2 3 4

b) *To what extent do students possess a knowledge and understanding of basic industrial processes?* . . na 1 2 3 4

c) *To what extent are students developing a reasonable degree of skill in the use of basic tools and machines?* . . . na 1 2 3 4

d) *To what extent do students develop an ability to organize and perform their work efficiently?* . . . na 1 2 3 4

e) *To what extent are interests, aptitudes, and abilities in the industrial arts discovered and developed by students?* . . . na 1 2 3 4

f) *To what extent do students develop an appreciation of good design, construction, and craftsmanship?* . na 1 2 3 4

g) *To what extent are youth developing an ability to select, care for, and use industrial products intelligently?* . . . na 1 2 3 4

h) *To what extent are students developing positive attitudes and good practices relating to safety?* . . na 1 2 3 4

i) *How extensively do students develop constructive leisure-time activities or hobbies relating to the industrial arts?* . . . na 1 2 3 4

j) *To what extent do students possess information about various industrial occupations and industries?* . na 1 2 3 4

k) *To what extent do students understand the phenomenon of technology, the role of the individual in relation to it, and its role in cultural exchange?* . . . na 1 2 3 4

l) *To what extent do students understand and have an appreciation for labor-management problems?* . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE INDUSTRIAL ARTS PROGRAM

1. In what respects is the industrial arts program most satisfactory and commendable?

2. In what respects is the industrial arts program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the industrial arts program.

VII. GENERAL EVALUATION OF INSTRUCTION IN INDUSTRIAL ARTS

Evaluations

a) To what extent does instruction in industrial arts meet the needs of students as identified in Section 2, "School and Community"? . . . . na 1 2 3 4

b) To what extent is instruction in industrial arts consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"? . . . . na 1 2 3 4

c) To what extent is the school identifying problems in industrial arts instruction and seeking their solution? . . . . na 1 2 3 4

SECTION

Mathematics 4-11

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

______________________ ______________________ ______________________

______________________ ______________________ ______________________

______________________ ______________________ ______________________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The secondary school mathematics curriculum consists of those courses, units of instruction, and activities designed to contribute to both the common and special mathematical needs of secondary school students. The curriculum places the proper amount of stress on developing (1) accuracy and facility in performing fundamental mathematical operations, (2) ability to analyze and solve problems of a variety of types and varying degrees of difficulty, and (3) an understanding of the nature and structure of mathematics so that students will be able to apply the basic principles to entirely new areas. The curriculum includes concepts and processes of modern mathematics upon which technical and scientific progress depends. Provisions are made for students to develop competence in such aspects as proof, organization of data and other information, and drawing of conclusions, both specific and general.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the department of mathematics that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	Excellent
3	Good
2	Fair
1	Poor or missing
na	Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

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I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. A minimum of one year of study in mathematics is required. . . . . . na 1 2 3 4
2. Courses in mathematics are provided for all students. . . . . na 1 2 3 4
3. Courses are available throughout the secondary school program to suit the student's ability and to meet his academic and vocational needs. . . . . na 1 2 3 4
4. Provision is made to prepare students to enter college with advanced standing in mathematics. . . . . na 1 2 3 4
5. Provision is made for the transfer of students from one ability grouping to another. . . . . na 1 2 3 4
6. The mathematics curriculum emphasizes general principles, ideas, and techniques that have wide application and educational value. . . . . na 1 2 3 4
7. Provision is made for students to pursue independent study. . . . . na 1 2 3 4
8. Individual instruction or special classes are available to the gifted student. . . na 1 2 3 4
9. Teachers from the various grade levels plan together to develop a sequential program in mathematics. . . . . . na 1 2 3 4
10. Teachers of the same grade level work together to develop the mathematics program at that level. . . . . na 1 2 3 4
11. na 1 2 3 4

Supplementary Data (Fill in the following table for courses in mathematics)

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Evaluations

a) *To what extent are mathematics courses available and suited to the abilities and needs of the students?* na 1 2 3 4

b) *To what extent are students electing mathematics courses beyond those that are required?* . . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. The mathematics curriculum is built upon and extends the knowledge, skills, and understanding developed in previous years. . . . . na 1 2 3 4
2. Courses stress the understanding and appreciation of the structure and beauty of mathematics. . . . . na 1 2 3 4
3. Courses at all levels stress an understanding of the field postulates. . . . na 1 2 3 4
4. Courses at all levels stress an understanding of and ability to use important mathematical relations such as equality, inequality, and congruence. . . . . na 1 2 3 4
5. Courses at all levels stress understanding and proper use of mathematical symbols. na 1 2 3 4
6. Courses provide opportunities for students to learn about relationships in one, two, and three dimensions. . . . . na 1 2 3 4
7. Opportunities are provided for students to develop computational skills. . . . na 1 2 3 4
8. The offerings include development of the real and complex number systems. . . na 1 2 3 4
9. Courses at all levels stress the nature of proof and provide the student with opportunities to develop some facility in handling the process of proof. . . . na 1 2 3 4
10. Opportunity is provided for students to organize and analyze raw data and interpret the results. . . . . . . na 1 2 3 4
11. The curriculum includes some study of relation and function and provides the student with opportunities to gain skill in graphing them. . . . . . . na 1 2 3 4
12. na 1 2 3 4

Supplementary Data

1. What offerings should be provided that are not included in the present program?

2. What offerings in the program seem less appropriate than formerly in light of present-day trends in mathematics?

3. What updating of offerings has been made within the past five years?

4. What plans are there for updating the offerings within the next five years?

Evaluations

a) *How adequate is the* variety *of offerings in mathematics for meeting the needs of the students?* . . na 1 2 3 4

b) *How adequate is the* content *of offerings for developing the mathematical* knowledge and skills *needed by all students?* . . . . na 1 2 3 4

c) *How adequate is the* content *of offerings for developing the mathematical* understanding and appreciation *needed by all students?* . . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

The following equipment is available:

1. Chalkboards (wall or portable). na 1 2 3 4
2. Bookcases in all rooms. na 1 2 3 4
3. Storage space for materials and supplies. na 1 2 3 4
4. Tackboards. na 1 2 3 4
5. Chalkboard stencils. na 1 2 3 4
6. Graph or cross-section chalkboards. na 1 2 3 4
7. Display cases. na 1 2 3 4
8. Chalkboard instruments. na 1 2 3 4
9. Geometric models. na 1 2 3 4
10. Overhead projector, sound projector, and other visual aids. na 1 2 3 4
11. Wall charts of logarithmic, trigonometric, and other tables. na 1 2 3 4
12. Facilities for computer science. na 1 2 3 4
13. Typewriter with mathematical symbols. na 1 2 3 4
14. A demonstration slide rule. na 1 2 3 4
15. Spherical chalkboards. na 1 2 3 4
16. Duplicating equipment. na 1 2 3 4
17. Calculators. na 1 2 3 4
18. na 1 2 3 4

Evaluations

a) How adequate are the space provisions for present class sizes? na 1 2 3 4

b) How adequate is the equipment to meet enrollment and curricular needs? na 1 2 3 4

c) How adequate are the storage facilities for equipment and supplies? na 1 2 3 4

d) To what extent is the instructional equipment used? na 1 2 3 4

e) How adequate is the area provided each teacher for work space and student conferences? na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the mathematics staff have preparation in:

1. Algebra (elementary and advanced). . na 1 2 3 4
2. Elementary geometry (synthetic and analytic). . . . . na 1 2 3 4
3. Trigonometry. . . . . na 1 2 3 4
4. Statistics and probability. . . . . na 1 2 3 4
5. Advanced geometry, such as foundations, non-Euclidean, or projective. . . . . na 1 2 3 4
6. History of mathematics. . . . . . . na 1 2 3 4
7. Methods of teaching mathematics. . . na 1 2 3 4
8. Elementary functions. . . . . na 1 2 3 4
9. Calculus. . . . . na 1 2 3 4
10. Elementary logic. . . . . na 1 2 3 4
11. Modern algebra, including such courses as theory of numbers, Boolean algebra, and group theory. . . . . na 1 2 3 4
12. Higher analysis, such as real variables and complex variables. . . . . . . na 1 2 3 4
13. Vector analysis or matrix algebra. . . na 1 2 3 4
14. Computer programing. . . . . . . na 1 2 3 4
15. Introductory topology. . . . . . . na 1 2 3 4
16. Student teaching in mathematics. . . na 1 2 3 4

The members of the mathematics staff:

17. Participate in activities of professional organizations. . . . . na 1 2 3 4
18. Demonstrate a familiarity with current professional literature. . . . . . . na 1 2 3 4
19. Participate in mathematics workshops, institutes, conferences, professional meetings, and in-service programs. . . na 1 2 3 4
20. Are prepared to assist the counselor in advising students regarding careers in fields requiring the use of mathematics. na 1 2 3 4
21. Participate in the selection of textbooks and in the organization of the mathematical curriculum. . . . . na 1 2 3 4
22. Take advantage of the opportunities to visit classes in other schools. . . . na 1 2 3 4
23. Assume the initiative in seeking the help of well-qualified consultants in mathematics. . . . . na 1 2 3 4
24. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in mathematics:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in mathematics:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in mathematics of each staff member.

Evaluations

a) *How adequate is the preparation of the staff to teach the current courses in mathematics?* . . . . . na 1 2 3 4

b) *To what extent is the staff prepared to teach new topics in mathematics?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction is directed toward clearly formulated, comprehensive objectives in mathematics. na 1 2 3 4
2. Specific instructional activities contribute to the comprehensive objectives of the mathematics program. na 1 2 3 4
3. Careful planning and preparation for instruction are evident. na 1 2 3 4
4. Instruction is adapted to new or changing conditions. na 1 2 3 4
5. Drill activities are meaningful to students. na 1 2 3 4
6. Provisions are made for individual differences. na 1 2 3 4
7. Examples from the local area are used to provide practical applications of mathematics. na 1 2 3 4
8. Discovery techniques and laboratory methods are used when appropriate. na 1 2 3 4
9. The mathematics teacher assists the counselor in advising students about mathematics and in helping each student select a program of study which best meets his needs. na 1 2 3 4
10. Students are encouraged to supplement classroom activities in mathematics by using the school library or the mathematics resource center. na 1 2 3 4
11. Cultural and scientific uses of mathematics are emphasized. na 1 2 3 4
12. Instruction in mathematics is coordinated with that in other subjects. na 1 2 3 4
13. A variety of instructional aids are used. na 1 2 3 4
14. Provision is made for instruction of groups of varying sizes. na 1 2 3 4
15. Provision is made for students to demonstrate solutions and proofs. na 1 2 3 4
16. Modern trends in course content and topic development are in evidence in instruction. na 1 2 3 4
17. Students are informed about professional and vocational opportunities in mathematics. na 1 2 3 4
18. Participation in extraclass activities involving mathematics is encouraged. na 1 2 3 4
19. Instruction emphasizes student understanding of the content. na 1 2 3 4
20. Selections from the history of mathematics are included whenever appropriate. na 1 2 3 4
21. Students with mathematics aptitude have counseling available on possibilities of continuing in advanced mathematic courses in high school. na 1 2 3 4
22. Students with mathematics aptitude have counseling available on possibilities of continuing postsecondary mathematics study. na 1 2 3 4
23. na 1 2 3 4

Evaluations

a) How adequate is the planning and preparation for instruction? na 1 2 3 4

b) How adequately are the instructional activities adapted to the needs of individual students? na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. A variety of general and technical reference materials are provided. . . . . na 1 2 3 4
2. Supplementary reference materials that emphasize applications of mathematics are provided. . . . . na 1 2 3 4
3. Instructional guides include unit outlines, suggested activities, resource materials, and evaluation aids. . . . . na 1 2 3 4
4. Selection of textbooks by teachers and administrative personnel is based on the results of objective study. . . . . na 1 2 3 4
5. Supplementary instructional materials, including films, filmstrips, slides, and transparencies, are available. . . . na 1 2 3 4
6. Professional periodicals, including some that are directed to the students, are available. . . . . na 1 2 3 4
7. Information on current professional opportunities in mathematics is available. na 1 2 3 4
8. Materials for the construction of instructional aids are available. . . . na 1 2 3 4
9. Supplies, such as colored chalk and various types of graph paper, are available. na 1 2 3 4
10. na 1 2 3 4

Evaluations

a) How adequate is the variety *of instructional materials?* . . . . na 1 2 3 4

b) How adequate is the content *of instructional materials?* . . . . na 1 2 3 4

c) To what extent do reference materials reflect contemporary professional views of mathematics and mathematics education? . . . . na 1 2 3 4

d) To what extent are these materials being used? . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Student progress is evaluated in light of objectives. na 1 2 3 4
2. The evaluative process makes provision for individual differences. na 1 2 3 4
3. Evaluation includes mathematical understanding as well as operational skills. na 1 2 3 4
4. Pre-evaluation is used to determine the mathematical aptitude of students. na 1 2 3 4
5. Tests are used to determine the achievement levels of all students. na 1 2 3 4
6. Tests are used for diagnostic purposes. na 1 2 3 4
7. Students are encouraged to evaluate their own achievement. na 1 2 3 4
8. Both teachers and students recognize that tests should be used to reveal strengths and to point out areas for improvement. na 1 2 3 4
9. Evaluation techniques include measurement of growth in ability to organize and ability to generalize. na 1 2 3 4
10. Part of the evaluation program consists of tests designed to determine the student's ability to use knowledge in new situations. na 1 2 3 4
11. Provision is made for the evaluation of both understanding and skill. na 1 2 3 4
12. Evaluation includes measurement of student understanding of proofs and ability to use proofs. na 1 2 3 4
13. Test results and teacher evaluations are made available to counselors in order to assist students in the election of advanced courses. na 1 2 3 4
14. Teachers use evaluation results as one index of their own teaching effectiveness. na 1 2 3 4
15. na 1 2 3 4

Supplementary Data

1. Describe the achievement testing program in mathematics.

2. Show how this testing program is used to evaluate:
   a) Strengths, weaknesses, and yearly growth of individual students.
   b) Class achievement on national or other norms.
   c) Class weaknesses.

Evaluations

a) *How comprehensive are evaluation activities?* na 1 2 3 4
b) *To what extent do teachers use evaluation results in analyzing their teaching effectiveness?* na 1 2 3 4
c) *To what extent are evaluation results used to diagnose difficulties and identify areas that require remedial instruction?* na 1 2 3 4
d) *To what extent do evaluation procedures identify students of unusual promise in the field of mathematics?* na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what extent do students exhibit an understanding of the basic principles of mathematics?* . . . na 1 2 3 4

b) *To what extent do students exhibit skill in the performance of basic mathematical operations?* . . . na 1 2 3 4

c) *To what extent do students understand the logical structure of mathematics and the nature of proof?* na 1 2 3 4

d) *To what extent do students demonstrate the ability to analyze and solve problems?* . . . . na 1 2 3 4

e) *To what extent are students able to organize mathematical knowledge and make appropriate generalizations?* . . . . na 1 2 3 4

f) *To what extent do students recognize and appreciate the role that mathematics has played in the development of past and present cultures?* . . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE MATHEMATICS PROGRAM

1. In what respects is the mathematics program most satisfactory and commendable?

2. In what respects is the mathematics program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the mathematics program.

VII. GENERAL EVALUATION OF INSTRUCTION IN MATHEMATICS

Evaluations

a) *To what extent does the instruction in mathematics meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in mathematics consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in mathematics instruction and seeking their solution?* . . . . na 1 2 3 4

SECTION

Music 4-12

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The primary purpose of the secondary school music curriculum is to continue a program of music education that makes a major contribution toward developing cultural and aesthetic values for all high school students. Such values are taught through music courses and through interdisciplinary instruction to enrich other phases of the curriculum in which music plays an important part. Such instruction includes the most common basic elements that are best learned in school.

The program provides a variety of musical experiences, with emphasis on the study and performance of selected musical literature representative of a wide range of periods, styles, nationalities, forms, composers, and media. Community music resources and activities are brought to the attention of students and direct participation is encouraged.

A strong music program has as a goal the discovery and development of aptitude and subsequent encouragement to further study. The individual student should be provided an opportunity and be encouraged to develop his musical talents to their fullest possible potential. Fundamentally, the program should increase the student's understanding of the art of music and its place in contemporary life.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the music department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. All students have the opportunity to participate in formal music courses and musical groups. . . . . na 1 2 3 4
2. Music offerings that carry credit are included in the regularly scheduled school day. . . . . na 1 2 3 4
3. Opportunities are provided for solo and small ensemble experience. . . . . na 1 2 3 4
4. The school's scheduling procedures permit students to participate in performing groups. . . . . na 1 2 3 4
5. Cooperation with community music organizations is encouraged. . . . . na 1 2 3 4
6. Talented students may elect courses to form a major sequence in music. . . na 1 2 3 4
7. The music faculty participates in the planning and teaching of interdisciplinary courses. . . . . na 1 2 3 4
8. Teachers from different grade levels plan together to develop a sequential program in music. . . . . na 1 2 3 4
9. Teachers of the same grade level plan together to develop the music program at that level. . . . . na 1 2 3 4
10. Individual instruction or special classes are available to the gifted student. . . na 1 2 3 4
11. na 1 2 3 4

Supplementary Data

1. Fill in the following table for all courses in music.

Title of Course	Grade	Enrollment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

2. Supply information for last complete year as follows:
   a) Percent of students who participated in any music courses and performing groups: _______
   b) Percent of all students who participated only in performing groups: _______
   c) Number of full-time teachers of music (or equivalent): _______
   d) Total enrollment in the school: _______
3. Describe any unique characteristics in the organization of the music department which contribute positively or negatively to the music program.

Evaluations

a) *To what extent are music courses available to meet* general *music needs of* all *students?* . . . . na 1 2 3 4
b) *To what extent are music courses available to meet* specialized *music needs of* individual *students?* . na 1 2 3 4
c) *To what extent does flexibility in the scheduling of classes permit students to elect music courses which they want and need?* . . . . na 1 2 3 4
d) *To what extent do time allotments for music courses meet instructional needs?* . . . . na 1 2 3 4
e) *How adequate is the number of music teachers in relation to the needs of students?* . . . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

The music courses:

1. Extend the knowledge, skills, and attitudes developed in previous years. . . na 1 2 3 4
2. Involve activities appropriate to the individual needs and abilities of students. na 1 2 3 4
3. Provide an opportunity for recognition and encouragement of individual achievement. . . . . na 1 2 3 4
4. Bring worthwhile programs in the community to the attention of students. na 1 2 3 4
5. Continue opportunities to develop skill and ability in reading music. . . . na 1 2 3 4
6. Provide for development of basic music skills for students who may have had no previous training. . . . . na 1 2 3 4
7. Provide, in unison and part singing, for the particular needs of the changing voice. . . . . na 1 2 3 4
8. Provide for groups such as duets, quartets, octets, and other small ensembles. . na 1 2 3 4
9. Provide exploratory experience with a variety of musical instruments. . . . na 1 2 3 4
10. Provide opportunities to listen to recordings of many types of music. . . na 1 2 3 4
11. Provide opportunities to listen to other students perform. . . . . . . na 1 2 3 4
12. Provide opportunities to study a wide range of music of various periods, styles, nationalities, forms, composers, and media. . . . . na 1 2 3 4
13. Provide an opportunity for students to understand the historical and cultural milieu in which the music being studied was created. . . . . na 1 2 3 4
14. Emphasize understanding of music as an expression of religious faith. . . . na 1 2 3 4
15. Provide an opportunity for talented students to learn to improvise, compose, arrange, and conduct. . . . . na 1 2 3 4
16. Provide opportunity to cooperate with other departments in presentation of school performances and programs. . . na 1 2 3 4
17. Provide for the development of student leadership in music. . . . . . . na 1 2 3 4
18. Provide a balanced music program in which no phase is unduly emphasized. . na 1 2 3 4
19. Provide opportunity for students with broad musical interests to study both instrumental and vocal music. . . . . na 1 2 3 4
20. Provide opportunities for class instruction in stringed, wind, percussion, and keyboard instruments, and voice. . . na 1 2 3 4
21. Include classes in music history and theory. . . . . na 1 2 3 4
22. na 1 2 3 4

Supplementary Data

1. Describe any innovative or unusual phases of course content or teaching methodology.

2. Describe any limitations in the music offerings.

Evaluations

a) *How well does the* variety *of music offerings meet the needs of all students?* . . . . na 1 2 3 4

b) *How well does the* quality *of music offerings meet the needs of all students?* . . . . na 1 2 3 4

c) *How adequate is the offering in vocal music?* . . . . na 1 2 3 4

d) *How adequate is the offering in stringed instrument music?* . . . . na 1 2 3 4

e) *How adequate is the offering in wind and percusssion instrument music?* . . . . na 1 2 3 4

f) *How well are music courses correlated with other courses?* . . . . na 1 2 3 4

g) *How well are music courses adapted to individual aptitudes and abilities of participating students?* na 1 2 3 4

h) *To what extent are opportunities provided for talented students to realize their optimum potential in musical performance, understanding, and creativity?* . . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Music rooms are adequate in size, lighting, ventilation, and acoustical treatment. na 1 2 3 4
2. Rehearsal rooms are readily accessible to performing areas. na 1 2 3 4
3. Music rooms are located to provide a minimum of interference with other classes. na 1 2 3 4
4. Properly designed chairs are provided for instructional use. na 1 2 3 4
5. Needs of music department are recognized in the schedule for use of performing areas. na 1 2 3 4
6. Provision is made for individual and small ensemble practice. na 1 2 3 4
7. Storage facilities for equipment are provided. na 1 2 3 4
8. Provision is made in the budget for the purchase and replacement of equipment as necessary. na 1 2 3 4
9. Pianos are available where needed. na 1 2 3 4
10. Pianos are kept in tune. na 1 2 3 4
11. Provision is made for the care and maintenance of musical instruments. na 1 2 3 4
12. Provision is made for accessible storage of music. na 1 2 3 4
13. Inventory of equipment and supplies is accurate and current. na 1 2 3 4
14. Instruments for student use are available. na 1 2 3 4
15. Music stands are provided. na 1 2 3 4
16. Record players are accessible. na 1 2 3 4
17. Recording equipment is available for departmental needs. na 1 2 3 4
18. All areas can be locked securely. na 1 2 3 4
19. Bulletin board space is provided. na 1 2 3 4
20. Classrooms are neat and attractive. na 1 2 3 4

21. na 1 2 3 4

Supplementary Data

1. What special equipment or facilities not covered above are provided?

2. Are there any limitations on the music programs because of lack of facilities or equipment?

Evaluations

a) *How adequate are space provisions for music* instruction? na 1 2 3 4
b) *How adequate are space provisions for music* performance? na 1 2 3 4
c) *How well does the music equipment meet enrollment and curriculum requirements?* na 1 2 3 4
d) *How adequately does the budget provide for the needs of the music department in relation to other departments?* na 1 2 3 4
e) *How adequately are provisions made for care and replacement of music equipment?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the music staff:

1. Have knowledge and ability to teach music in a secondary school. . . . . . . na 1 2 3 4
2. Have experience in community, professional, or other music activities. . . . na 1 2 3 4
3. Have knowledge of new materials and current developments in music education. . na 1 2 3 4
4. Continue in-service education through formal study and other professional activities. . . . . na 1 2 3 4
5. Demonstrate active interest in professional advancement, including participation in education organizations. . . . na 1 2 3 4
6. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in music:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in music:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in music of each staff member.

Evaluations

a) *How satisfactory is the general education of the staff?* . . . . na 1 2 3 4
b) *How satisfactory is the preparation of the staff in vocal music?* . . . . na 1 2 3 4
c) *How satisfactory is the preparation of the staff in stringed instrument music?* . . . . . . na 1 2 3 4
d) *How satisfactory is the preparation of the staff in wind and percussion instrument music?* . . . . na 1 2 3 4
e) *How satisfactory is the preparation of the staff in the teaching of music?* . . . . na 1 2 3 4
f) *How adequate is the preparation of the staff for the courses and activities to which they are assigned?* na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction in music contributes to the school's objectives. na 1 2 3 4
2. Instruction is directed toward clearly formulated, comprehensive objectives in music. na 1 2 3 4
3. Instruction is constantly concerned with the improvement of the quality of the musical experiences involved. na 1 2 3 4
4. Careful planning and preparation for instructional activities is evident. na 1 2 3 4
5. Instructional activities are related to the music interests and needs of students. na 1 2 3 4
6. Individual differences are recognized in determining the type and degree of participation. na 1 2 3 4
7. Students are advised that private study is important. na 1 2 3 4
8. Opportunity is provided for students to participate in planning, conducting, and evaluating music activities. na 1 2 3 4
9. Instruction in music is coordinated with courses in other subject-matter areas. na 1 2 3 4
10. Students are led to understand that music is an individual artistic experience and has deeper significance than mere entertainment. na 1 2 3 4
11. Students with musical aptitude have counseling available on the possibilities of continuing in advanced music courses in high school. na 1 2 3 4
12. Students with musical aptitude have counseling available on the possibilities of continuing postsecondary music study. na 1 2 3 4
13. Students are assisted by counselors and music teachers in selecting the type and extent of their participation in music. na 1 2 3 4
14. na 1 2 3 4

Supplementary Data

1. Describe any innovative techniques which you have found to be successful, such as team teaching, programed instruction, and use of television.

Evaluations

a) *How adequate is the planning and preparation for instruction?* na 1 2 3 4

b) *How well is instruction adapted to needs of individual students?* na 1 2 3 4

c) *To what degree are student interests considered in planning and conducting music courses?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Textbooks, reference books, and supplementary materials which provide for a variety of music interests are available. na 1 2 3 4
2. Sheet music is provided for all classes and performing groups. na 1 2 3 4
3. The school library is supplied with books and periodicals about music, as well as recordings and other appropriate materials. na 1 2 3 4
4. A wide variety of audio-visual materials related to music are available. na 1 2 3 4
5. A syllabus provides students with a wide range of selected literature each year of participation. na 1 2 3 4
6. Provision is made for the preparation and duplication of materials created by the teaching staff. na 1 2 3 4
7. The staff is informed on provisions in the copyright law dealing with reproduction of materials. na 1 2 3 4
8. na 1 2 3 4

Supplementary Data

1. Describe any innovative practices using such materials as programed tapes, microfilms, microcards, and microfiche.

Evaluations

a) *How adequate is the* variety *of instructional materials?* na 1 2 3 4

b) *How adequate is the* quality *of instructional materials?* na 1 2 3 4

c) *How adequate are the materials supplied for music department needs?* na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Procedures have been established to identify students of unusual promise or talent. na 1 2 3 4
2. Student performances are recorded and used in evaluation. . . . . na 1 2 3 4
3. Students help to evaluate their individual and group performances. . . . . . na 1 2 3 4
4. Testing procedures are used for diagnosis as well as measurement. . . . . . na 1 2 3 4
5. na 1 2 3 4

Supplementary Data

1. Describe how teachers use evaluation results in analyzing the effectiveness of their teaching.

Evaluations

a) *How well are program objectives evaluated?* . . . . na 1 2 3 4

b) *How well is student achievement evaluated?* . . . . na 1 2 3 4

c) *How well is teaching effectiveness evaluated?* . . . . na 1 2 3 4

d) *To what extent are evaluative processes valid?* . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what degree are listening skills and an appreciation of music being developed in all students?* na 1 2 3 4
b) *To what degree are students developing their ability in vocal music?* na 1 2 3 4
c) *To what degree are students developing their ability to play stringed instruments?* na 1 2 3 4
d) *To what degree are students developing their ability to play wind and percussion instruments?* na 1 2 3 4
e) *To what degree are students developing creative ability in music?* na 1 2 3 4
f) *To what degree are the talents of gifted students being developed?* na 1 2 3 4
g) *To what extent is the curriculum adequate to accomplish the objectives of the music program?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE MUSIC PROGRAM

1. In what respects is the music program most satisfactory and commendable?

2. In what respects is the music program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the music program.

VII. GENERAL EVALUATION OF INSTRUCTION IN MUSIC

Evaluations

a) *To what extent does the instruction in music meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in music consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in music instruction and seeking their solution?* . . na 1 2 3 4

SECTION

Physical Education 4-13

NAME OF SCHOOL____ **DATE**________________

Self-evaluation by

____________________ ____________________ ____________________
____________________ ____________________ ____________________
____________________ ____________________ ____________________

This evaluation covers the physical education program:

_____**For boys and girls**
_____**For boys**
_____**For girls**

GUIDING PRINCIPLES

These principles are offered for your acceptance,
rejection, or modification. Please feel free to make changes.

The physical education program consists of those courses and activities designed to help meet physical and recreational needs of all youth. The physical education program is interpreted as including the required class instruction, intramural and interscholastic programs, and other related physical recreational activities. Information about the abilities, interests, and health status of the boys and girls is gathered and used in planning a balanced program and in adapting the activities to the needs of the individual students.

Best results are obtained when all these activities are administered under the direction of qualified physical education personnel. Provision for such administration includes: (1) articulation of the required class instruction and intramural and interscholastic athletic programs; and (2) use of sound educational principles in the conduct of all aspects of the program.

The comprehensive goals of the program emphasize the mental, emotional, and social aspects of living, as well as the physical developmental aspects necessary for a satisfying and active life. The program emphasizes the relationship of physical activity and of conceptual development to the chronological age and physical and mental maturity of youth.

Both present and future physical and recreational needs of students are met: (1) through participation in a wide variety of physical activities that will lead to the development of coordination, strength, skill, and endurance; (2) through participation in a variety of physical activities having continuing lifetime values; and (3) through experiences designed to develop knowledge, understanding, and attitudes which would result in desirable practices necessary to maintain physical, social, emotional, and mental health.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the physical education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives"). Where it is felt that two separate programs are in effect, evaluations may be made for each, using a separate form for boys and another for girls.

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. The program, including interschool athletics, is under the direction of a specialist in physical education. na 1 2 3 4
2. Courses are required in all grade levels of the secondary school. na 1 2 3 4
3. Consideration is given to abilities and needs of students in assigning them to physical education classes. na 1 2 3 4
4. Supplementary instruction is provided for students with deficiencies in ability or physical education background. na 1 2 3 4
5. Provision is made for regular department staff meetings for curriculum planning. na 1 2 3 4
6. The organizational pattern permits flexibility in the assignment of staff for effective use of their special abilities. na 1 2 3 4
7. Class size is such that it permits effective teaching. na 1 2 3 4
8. The community is kept informed of the purposes and goals of physical education, intramural activities, and interschool athletics.* na 1 2 3 4
9. The total program, including interschool athletics, is adequately financed through the regular school budget. na 1 2 3 4
10. The interschool athletic program is under the control and administration of school authorities. na 1 2 3 4
11. Adequate time is provided in each class period for showers and dressing. na 1 2 3 4
12. Minimum state eligibility standards for interschool athletics are subscribed to and enforced. na 1 2 3 4
13. In addition to recommended periodic medical examinations, such examinations are required before participation in athletics. na 1 2 3 4
14. Medical assistance is readily available in case of student injuries. na 1 2 3 4
15. Consideration is given in teachers' schedules for planning, organizing, and supervising intramural and interschool athletics. na 1 2 3 4
16. Opportunity is made available to parents and students for insurance coverage of all boys and girls engaging in sports and competitive activities. na 1 2 3 4
17. Protective equipment is provided according to the demands of the program. na 1 2 3 4
18. Parental permission is required for students to participate in competitive sports or other activities that require travel. na 1 2 3 4
19. Interschool and intramural schedules are reasonable in terms of the demand upon students' time and the distances traveled. na 1 2 3 4
20. Men and women physical education teachers cooperatively plan and conduct coeducational instruction and activities. na 1 2 3 4
21. Teachers from the various grade levels plan together to develop a sequential program in physical education. na 1 2 3 4
22. Teachers of the same grade level plan together to develop the physical education program at that level. na 1 2 3 4
23. na 1 2 3 4

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* *Interschool athletics* is interpreted as including playdays, sports days, informal interschool games, and organized interscholastic athletics.

Supplementary Data

1. Describe the allotment of time for physical education, including adapted physical education classes.

2. Describe policies and practices for excusing students from classes.

3. Describe class assignment procedures.

Evaluations

a) *To what degree are physical education activities provided for all students?* na 1 2 3 4

b) *How satisfactorily do time allotments meet instructional needs?* na 1 2 3 4

c) *How satisfactory are the controls and safeguards for all athletic activities?* na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

The physical education offerings provide:

1. Experiences that promote the normal physical growth and development of students. na 1 2 3 4
2. A range of activities that are selected and taught in light of individual needs, interests, and abilities of students. na 1 2 3 4
3. Adapted activities or programs for students who have special needs or problems of learning in connection with the physical education program. na 1 2 3 4
4. Education to develop understanding of basic movements and body control. na 1 2 3 4
5. Elective programs based on individual student interests. na 1 2 3 4
6. Activities that contribute to body conditioning and total fitness. na 1 2 3 4
7. Experiences that create interest and skill in, and have carry-over value for, recreational activities. na 1 2 3 4
8. A variety of *indoor* games, sports, and other athletic activities. na 1 2 3 4
9. A variety of *outdoor* games, sports, and other athletic activities. na 1 2 3 4
10. Sports activities offering competition between individuals and groups having similar maturity patterns and similar skill levels. na 1 2 3 4
11. Aquatic activities. na 1 2 3 4
12. Dance and rhythmic activities. na 1 2 3 4
13. Individual activities such as gymnastics, archery, and golf. na 1 2 3 4
14. Outdoor education activities such as casting, water safety, and camping skills. na 1 2 3 4
15. A varied intramural program. na 1 2 3 4
16. Opportunities for students to participate in coeducational and corecreational activities. na 1 2 3 4
17. Interschool athletic experiences for the more highly motivated and skilled students. na 1 2 3 4
18. Instruction in techniques and experiences for relaxation and rest to meet individual health needs. na 1 2 3 4
19. A well-balanced physical education program for *every* student, including members of school athletic teams. na 1 2 3 4
20. Experiences to develop self-confidence and leadership ability. na 1 2 3 4
21. na 1 2 3 4

Supplementary Data

1. Describe any innovative or unusual phases of your program.

Evaluations

a) *How adequate is the* variety *of experiences to meet the individual physical education needs of all students?* na 1 2 3 4

b) *How adequate is the* content *of experiences to meet the individual physical education needs of all students?* na 1 2 3 4

c) *How satisfactorily do experiences provide for present and future leisure-time needs?* na 1 2 3 4

d) *How adequately does the program provide activities for individual physical education needs?* na 1 2 3 4

e) *How adequately does the program relate to the over-all school philosophy and goals?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. The facilities are designed for community as well as school use. na 1 2 3 4
2. The school site provides adequate space for conducting a modern program of outdoor physical education activities. na 1 2 3 4
3. Gymnasium space has sufficient teaching areas to accommodate current class sizes. na 1 2 3 4
4. The height from the floor of the gymnasium to the nearest overhead obstruction is at least 20 feet. na 1 2 3 4
5. Provision is made for spectator seating in gymnasiums. na 1 2 3 4
6. Additional teaching stations with proper equipment and flooring for special activities are available. na 1 2 3 4
7. A swimming pool is available, and provisions are made for custodial care to meet strict sanitary and safety requirements. na 1 2 3 4
8. Building entrances and exits meet fire and safety code requirements. na 1 2 3 4
9. Functional, adequately sized, well-equipped, and conveniently located offices are available. na 1 2 3 4
10. Instructional facilities include permanent equipment and apparatus essential for the following activities (check those that apply): na 1 2 3 4
    - _____Aquatics.
    - _____Dance.
    - _____Adapted physical education.
    - _____Gymnastics.
    - _____Team, individual, dual, recreational games.
    - _____Testing.
    - _____Weight training.
    - _____Wrestling.
11. The outdoor physical education activity area is:
    - *a*) Developed, marked, and maintained for a variety of activities. na 1 2 3 4
    - *b*) Readily accessible for use. na 1 2 3 4
    - *c*) Enclosed for safety and protection. na 1 2 3 4
    - *d*) Free from obstructions and safety hazards. na 1 2 3 4
    - *e*) Suitably surfaced, graded, and drained. na 1 2 3 4
12. Locker, shower, and drying areas with space to accommodate peak loads include (check if available): na 1 2 3 4
    - _____Lockers in sufficient quantity to meet enrollment needs.
    - _____Well-constructed and well-equipped drying rooms for clothing.
    - _____Shower heads consistent with recmendations for largest anticipated class sections.
    - _____Hot and cold water with temperature controls.
    - _____Floors that facilitate maintenance of sanitary conditions.
    - _____Forced ventilating system.
    - _____Locker and shower facilities for visiting teams.
    - _____Soap and towels.
    - _____Secured benches in locker room aisles.
    - _____Mirrors.
    - _____Hair dryers.
13. Means are provided for amplification of music and voice. na 1 2 3 4
14. Score-keeping equipment is provided to keep participants and spectators informed (both indoor and outdoor). na 1 2 3 4

The entire indoor area, including such facilities as gymnasium, shower, dressing and locker rooms, and offices, is equipped with:

15. Appropriate flooring with satisfactory finish. na 1 2 3 4
16. Effective, controlled lighting with appropriate protective safety devices. na 1 2 3 4
17. Effective controlled heating. na 1 2 3 4
18. Effective controlled ventilation. na 1 2 3 4
19. Effective controlled acoustical treatment. na 1 2 3 4
20. Effective controlled safety measures. na 1 2 3 4
21. Sanitary toilets and lavatory facilities. na 1 2 3 4
22. Sanitary recessed drinking facilities. na 1 2 3 4
23. Sanitary wall-type or built-in cuspidors. na 1 2 3 4
24. na 1 2 3 4

Evaluations

a) *How adequate is the* space *provided for* indoor *physical education?* na 1 2 3 4

b) *How adequate are the* facilities *for* outdoor *physical education?* na 1 2 3 4

c) *How adequate is the* quantity *of permanent equipment for physical education?* na 1 2 3 4

d) *How adequate is the* quality *of permanent equipment?* na 1 2 3 4

e) *How adequate are the provisions for professional inspection of equipment to maintain satisfactory health, safety, and sanitation standards?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

1. All members of the physical education faculty have professional preparation equal to or beyond the basic state certification requirements. . . . . . . na 1 2 3 4
2. Teachers with coaching assignments are members of the instructional staff with work load expectancies, tenure, and other responsibilities and privileges comparable to those of other faculty members. . na 1 2 3 4

Physical education staff members:

3. Keep informed of current developments in the professional field. . . . . . na 1 2 3 4
4. Maintain an active interest in professional advancement, including participation in educational organizations. . . na 1 2 3 4
5. Continue in-service education through formal study and other professional activity. . . . . na 1 2 3 4
6. Regularly participate actively in faculty meetings, plans, and projects. . . . na 1 2 3 4
7. Promote and maintain effective working relationships with other school colleagues. . . . . na 1 2 3 4
8. Strive for balance in the physical education program by supplementing and complementing departmental colleagues. . na 1 2 3 4
9. Supervise paraprofessional aides. . na 1 2 3 4
10. na 1 2 3 4

Supplementary Data

1. List activities that have been found to be particularly effective in maintaining a high level of interest toward in-service professional education.

2. List the methods and techniques which the staff has found to be especially productive in developing and promoting interdisciplinary projects.

3. Describe efforts to plan cooperatively with paraprofessionals, noncertified personnel, and student leaders to improve physical education programs.

A. INSTRUCTIONAL STAFF—Continued

Supplementary Data—Continued

4. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in physical education:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in physical education:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

5. List areas of concentration in physical education of each staff member.

Evaluations

a) *How adequate is the preparation of the staff for teaching physical education?* . . . . na 1 2 3 4
b) *How adequate is the preparation of the staff to conduct a balanced intramural and interscholastic program?* . . . . na 1 2 3 4
c) *How adequate is the preparation of the staff to conduct school and community recreational activities?* na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction in physical education contributes to the school's objectives. na 1 2 3 4
2. Instruction is directed toward clearly defined, comprehensive objectives in physical education. na 1 2 3 4
3. Careful planning of instructional activities is evident. na 1 2 3 4
4. Students receive instruction in a wide variety of activities that are presented sequentially. na 1 2 3 4
5. Students' needs, interests, and experiences are considered in planning the learning activities. na 1 2 3 4
6. Instructional activities are integrated with the health instructional program. na 1 2 3 4
7. Health appraisal data are used in classifying students for physical education activities. na 1 2 3 4
8. Opportunities are provided to develop leadership abilities through such activities as directing game and exercise programs, coaching small groups and teams, and demonstrating skills and techniques to others. na 1 2 3 4
9. Opportunities are provided for students to assist in planning, conducting, and evaluating activities. na 1 2 3 4
10. Teaching through demonstration is used effectively. na 1 2 3 4
11. Instructional aids are used. na 1 2 3 4
12. Suitable clothing is required for participation. na 1 2 3 4
13. Attention is given to showering and drying properly. na 1 2 3 4
14. Students with physical education aptitude have counseling available on possibilities of continuing in advanced physical education activities and courses in high school. na 1 2 3 4
15. Students with physical education aptitude have counseling available on possibilities of continuing in postsecondary physical education study. na 1 2 3 4
16. na 1 2 3 4

Supplementary Data

1. List the techniques that have been found most effective for providing continual review of the physical education program and updating of its objectives.

2. In providing for sequential instruction, how does the staff ascertain the quantity and quality of students' experiences in the lower grades?

Evaluations

a) *How adequate are the planning and preparation for instructional activities?* na 1 2 3 4
b) *To what extent are data from health appraisals used in making instruction effective?* na 1 2 3 4
c) *To what degree are instructional activities adapted to the needs of individual students?* na 1 2 3 4
d) *To what degree are health and safety factors considered in the conduct of activities?* na 1 2 3 4
e) *To what extent do the activities provide opportunity for desirable social and emotional development?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Printed materials and other instructional aids from a wide range of sources are available. na 1 2 3 4
2. The school library provides a wide range of books and periodicals concerned with the physical activities and interests of boys and girls. na 1 2 3 4
3. Adequate equipment and supplies are provided for the peak load of participation in classes and intramural and interscholastic programs. na 1 2 3 4
4. Selection of quantity and quality of materials and equipment is consistent with the highest standards of safety. na 1 2 3 4
5. Instructional procedures are supplemented through the use of instructional aids such as single-concept videotape, film, recorded tapes, charts, transparencies, models, and exhibits, and the department is sensitive to promising new developments. na 1 2 3 4
6. Equipment necessary for an adequate testing program is provided. na 1 2 3 4
7. na 1 2 3 4

Supplementary Data

1. How are instructional aids obtained and used by teachers and students?

2. Does the department work from a budget that provides for obtaining instructional aids, for their repair and maintenance, and for replacing broken and worn-out equipment?

Evaluations

a) *How adequate are the reading and reference materials?* na 1 2 3 4

b) *How adequate is the* quantity *of instructional materials and equipment?* na 1 2 3 4

c) *How adequate is the* quality *of instructional materials and equipment?* na 1 2 3 4

d) *To what extent are materials and equipment conveniently accessible to students and teachers?* na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation is an integral part of the teaching-learning process. . . . . na 1 2 3 4
2. The results of examinations, including medical, posture, and motor ability, are considered in assessing individual student achievement. . . . . na 1 2 3 4
3. Evaluation takes into consideration individual aptitudes and abilities. . . . na 1 2 3 4
4. Observation of performance is used as one method of evaluation. . . . . . na 1 2 3 4
5. Students assist in evaluating and recording their own progress in the program. . na 1 2 3 4
6. Records are kept of specific behavior characteristics and incidents that are relevant to the mental, social, and emotional development of students. . . . na 1 2 3 4
7. Various evaluation measures are used frequently for the purpose of measuring students' strengths, weaknesses, and progress. . . . . na 1 2 3 4
8. Various evaluation measures are used frequently to evaluate the effectiveness of the curriculum. . . . . na 1 2 3 4
9. Records are kept and used for program improvement and individual guidance. . na 1 2 3 4
10. na 1 2 3 4

Supplementary Data

1. Describe any unusual technique for evaluation, such as videotape, student tape recordings, and case studies.

2. Describe the achievement testing program in physical education.

3. Show how this testing program is used to evaluate the:
   a) Strengths, weaknesses, and yearly growth of individual students.
   b) Class achievement on national or other norms.
   c) Class weaknesses.

Evaluations

a) *How comprehensive are evaluation procedures in physical education?* . . . . na 1 2 3 4

b) *How well do teachers use results of evaluation in analyzing the effectiveness of their teaching?* . . na 1 2 3 4

c) *To what extent do evaluation procedures help students understand the nature of their progress?* . . na 1 2 3 4

d) *To what extent do evaluation procedures identify students of unusual promise in the field of physical education?* . . . . na 1 2 3 4

Comments

4

V. OUTCOMES

Evaluations

a) To what degree have students developed knowledge and understanding concerning a variety of physical education activities? na 1 2 3 4

b) To what extent have students developed skills in body mechanics and physical education activities? na 1 2 3 4

c) To what extent do students carry on physical activities during their leisure? na 1 2 3 4

d) To what degree have students developed interests and skills in physical activities which can be used as adults, which have high potential value for adult leisure? na 1 2 3 4

e) How satisfactory is the social and emotional behavior of students as spectators or participants in activities? na 1 2 3 4

f) To what extent have the students developed physically strong, healthy, well-coordinated bodies? na 1 2 3 4

g) To what extent do students exhibit an interest in the existing program? na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE PHYSICAL EDUCATION PROGRAM

1. In what respects is the physical education program most satisfactory and commendable?

2. In what respects is the physical education program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the physical education program.

VII. GENERAL EVALUATION OF INSTRUCTION IN PHYSICAL EDUCATION

Evaluations

a) *To what extent does the instruction in physical education meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in physical education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in physical education instruction and seeking their solution?* . . . . na 1 2 3 4

Religion 4-14

NAME OF SCHOOL_______________________________ **DATE** ______________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The study of religion, by its very nature in the American academic tradition, is expected to have a permeating and detectable influence on other subject areas and upon the patterns of school life as well as personal and social relations. The total program in religion will, therefore, include the study of God and Man, religious truths and ideals, their realization in action, and the frequent opportunity for participation in religious activities such as worship and service.

Courses taught from a perspective other than that of theistic religion (or of the theistic religious heritage) should be evaluated under the criteria outlined for "Social Studies" or some other appropriate field. Many schools will wish to offer courses to supply knowledge about religion in such areas as history and comparative studies, and about religious themes in literature, arts, social issues, etc. Where it is clear that courses seek to examine the religious understanding and the religious faith of men, they can be evaluated with this section.

Further, if the trend continues of teaching in public high schools courses that were formerly taught in public institutions at the college level, departments of religion may be established in these high schools. Where such departments develop, they may wish to evaluate themselves under these criteria.

This evaluation is not limited to the bare course offerings but extends additionally to those aspects of corporate life, personal commitment, spiritual growth, sensitivity, and commitment to service that flow from man's response to God. An effective program in religion is enhanced by a continued critical analysis of the influence that the religious commitment has on the total life of the student, the school, and the community.

It should also be stressed that the American pluralistic tradition encourages each school to emphasize, and to develop as responsibly as it can, its own distinctive religious understandings.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the religion program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Classification—type of school (check the type that applies):

_____ Public.
_____ Parish, church, or synagogue.
_____ Denominationally owned at some level other than local.
_____ Denominationally affiliated but not so owned.
_____ Religiously oriented but independently incorporated.
_____ Other (specify) _____________________.

Checklist

1. The department of religion is effectively organized. . . . . na 1 2 3 4
2. A written statement of objectives is periodically reviewed and revised by the department. . . . . na 1 2 3 4
3. The religion courses offered are consistent with the statement of objectives. na 1 2 3 4
4. There is a planned approach to religious studies which draws material from numerous and diverse sources. . . . . na 1 2 3 4
5. Religion courses are planned as a sequential unified whole and are coordinated with other facets of the school's curriculum. . . . . na 1 2 3 4
6. All students are encouraged to take religion courses. . . . . na 1 2 3 4
7. Provision is made for extraclass religious activities. . . . . na 1 2 3 4
8. Student leadership in religious activities is strong. . . . . na 1 2 3 4
9. Provision is made for both faculty and students to participate in religious activities. . . . . na 1 2 3 4
10. Religious clubs and societies are available to all students and faculty. . . na 1 2 3 4
11. Counseling on religious concerns is available to students. . . . . . . na 1 2 3 4
12. The religion program of the school is related to the religious and charitable activities of the home, the community, and the parish, church, or synagogue. na 1 2 3 4
13. Teachers from the various grade levels plan together to develop a sequential program in religion. . . . . . . na 1 2 3 4
14. Teachers of the same grade level plan together to develop the religion program at that level. . . . . na 1 2 3 4
15. na 1 2 3 4

Supplementary Data

1. How much importance do faculty and student body attach to the religion program? Is this area of study and activity given a status in the school that is commensurate with the philosophy and objectives?

Evaluations

a) To what extent is a full program of courses and activities in religion provided? . . . . na 1 2 3 4
b) How appropriate is the allotment of time and staff for the attainment of objectives? . . . . . . na 1 2 3 4
c) How well is the program in religion integrated with other courses and activities of the school? . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. The content of the program is appropriate to the age levels of students. na 1 2 3 4
2. Religion courses and activities are compatible with the religious backgrounds of the students. na 1 2 3 4
3. Instruction in religion is suitable to the psychological needs of the students. na 1 2 3 4
4. Instruction in religion addresses itself to the study of the nature of God and revelation. na 1 2 3 4
5. The religion program incorporates study of the allied concerns of ethics and behavior. na 1 2 3 4
6. Education in religion demonstrates the relation between religious faith and the moral and ethical life. na 1 2 3 4
7. The various courses and activities exhibit the association between religion and patterns of culture. na 1 2 3 4
8. Instruction develops the religious basis of good citizenship and social responsibility. na 1 2 3 4
9. The program includes the teaching of religious truths and moral principles which encourage self-examination, self-discovery, and the development of deep religious commitment. na 1 2 3 4
10. Instruction embodies religious truths and moral principles which encourage responsibility and respect toward God and fellow men. na 1 2 3 4
11. Instruction includes the sacred writings. na 1 2 3 4
12. Courses and activities attempt to incorporate a definition of the value of human life into a religious philosophy whose principles are applied to topics of current personal and social concern. na 1 2 3 4
13. The study acquaints the students with other religious literatures and offers them an understanding of religious positions other than their own while encouraging growth in personal commitment. na 1 2 3 4
14. Instruction assists the students to develop moral and ethical attitudes toward sex that will equip them for responsible courtship, marriage, and family life. na 1 2 3 4
15. The school encourages participation in the ecumenical movement. na 1 2 3 4
16. na 1 2 3 4

Supplementary Data

1. Discuss the relationship of worship and service.

Evaluations

a) *To what extent is the* variety *of the offerings meeting the needs of the students?* na 1 2 3 4

b) *To what extent is the* content *of the offerings meeting the needs of the students?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. Classes are conducted in appropriately equipped classrooms. na 1 2 3 4
2. Rooms that are equipped for effective use of audio-visual aids are available. na 1 2 3 4
3. A place of worship appropriate to the type of religious service is available. na 1 2 3 4
4. Transportation to take students to religious functions is available. na 1 2 3 4
5. Teacher-student conference rooms are available and well situated. na 1 2 3 4
6. Space is provided in the school library for religious books and materials. na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) How adequate are the physical facilities to meet the instructional needs in religion? na 1 2 3 4

b) How adequate are transportation facilities for supporting the religion program? na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the religion staff:

1. Manifest concern for the religious nurture of young people. . . . . . . na 1 2 3 4
2. Show awareness of the importance of teaching by example. . . . . . . na 1 2 3 4
3. Demonstrate concern for growing in their own faith and in their understanding of other faiths. . . . . . . na 1 2 3 4
4. Have preparation through formal study in theology or training in religious education. . . . . na 1 2 3 4
5. Have preparation in methods of teaching religious subjects. . . . . . na 1 2 3 4
6. Have had experience in pastoral work, social service, or the equivalent. . . . na 1 2 3 4
7. Actively plan and decide upon the courses and activities of the religion program of the school. . . . . . na 1 2 3 4
8. Assist in selecting instructional materials and in sponsoring their use. . . na 1 2 3 4
9. Meet with the entire staff of the school to assess the effectiveness of the total religious program. . . . . . . na 1 2 3 4
10. Show concern with professional growth and advancement through continuing study and participation in professional organizations. . . . . na 1 2 3 4
11. Meet periodically under competent leadership for evaluation and sharing of ideas. . . . . na 1 2 3 4
12. Cooperate in a team approach when possible. . . . . na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in religion:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in religion:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in religion of each staff member.

Evaluations

a) *How adequately is the staff prepared in content?* . . . . na 1 2 3 4
b) *How adequately is the staff prepared in methods of teaching religious subjects?* . . . . na 1 2 3 4
c) *How faithfully do the members of the staff, through directed efforts and personal example, show the values of the religious program?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instructional activities are geared to the needs, interests, and backgrounds of students as well as to the needs of society. . na 1 2 3 4
2. Teachers of other subjects are assisted in implementing the philosophy of the school in their subject areas. . . . . na 1 2 3 4
3. Knowledgeable persons other than staff members supplement and enrich the regular religion program. . . . . . . na 1 2 3 4
4. Opportunity is provided for religious practices. . . . . na 1 2 3 4
5. Instruction stresses the relevance of religious truths and principles to the personal lives of the students and faculty. . na 1 2 3 4
6. na 1 2 3 4

Supplementary Data

1. Indicate how instructional activities and methods could be modified and improved to make the religion program more meaningful to the student.

Evaluations

a) *How well is instruction planned in relation to objectives?* . . . . na 1 2 3 4

b) *How well is instruction related to the present and future needs of individual students?* . . . . . na 1 2 3 4

c) *How well is instruction in religion related to the total school program?* . . . . na 1 2 3 4

d) *How well is instruction related to the out-of-school activities of students?* . . . . na 1 2 3 4

e) *How well are instructional activities of the school enabling individual students to develop the spirit of their religious heritage?* . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

(Place a check in all appropriate blanks)

	Adequate in Number for Class Use	Appropriate to Students' Needs	Used to Supplement Religious Instruction
Copies of religious documents (sacred writings)			
Concordances, atlases, and special dictionaries			
Textbooks			
Reference books (of wide and diverse scope)			
Devotional readings			
Philosophical and theological studies			
Biographies			
Plays and poetry			
Art forms			
Films, filmstrips, slides			
Records and tapes			
Television			
Paperbacks			
Microfilm			
Periodicals and magazines			
Other (specify)			

Evaluations

a) *How adequate is the* variety *of materials?* . . . . na 1 2 3 4

b) *How adequate is the* quantity *of materials?* . . . . na 1 2 3 4

c) *How appropriate are the materials in accomplishing the objectives of the program?* . . . . na 1 2 3 4

d) *To what extent do instructional materials contribute to student and faculty growth?* . . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Instruction is tested and evaluated by means of oral and written, subjective and objective methods. . . . . na 1 2 3 4
2. Students and teachers discuss the students' grasp of content and its application to the other subjects and to daily concerns. . . . . na 1 2 3 4
3. Both teachers and students recognize the limitations of the testing in this field and the impossibility of evaluating all the desirable outcomes of religious training. na 1 2 3 4
4. Judgments of others are sought and used to evaluate and improve the existing program. . . . . na 1 2 3 4
5. na 1 2 3 4

Supplementary Data

1. Explain in what ways the religion department addresses itself to meeting the needs of individual students.

Evaluations

a) *How adequate are the evaluation procedures?* . . . . na 1 2 3 4

b) *To what extent do teachers use the results of evaluation to judge the quality of instruction?* . . . . na 1 2 3 4

c) *How well does evaluation identify the needs of the individual student?* . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *How well do students understand the content of courses in religion?* . . . . na 1 2 3 4

b) *To what extent do students demonstrate acceptance of religious principles, ideals, and insights?* . . na 1 2 3 4

c) *To what extent is student religious leadership manifested?* . . . . na 1 2 3 4

d) *How extensively do students choose voluntary religious activities?* . . . . na 1 2 3 4

e) *How deeply are students concerned about moral issues in current life?* . . . . na 1 2 3 4

f) *How fully are attitudes and practices of students and faculty consistent with religious training?* . na 1 2 3 4

g) *To what extent do students and alumni devote themselves to activities in which the service of God and one's fellowmen is the primary purpose?* . . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE RELIGION PROGRAM

1. In what respects is the religion program most satisfactory and commendable?

2. In what respects is the religion program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the religion program.

VII. GENERAL EVALUATION OF INSTRUCTION IN RELIGION

Evaluations

a) *To what extent does the instruction in religion meet the needs of students as indicated in Section 2, "School and Community"?*	na 1 2 3 4
b) *To what extent is the instruction in religion consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?*	na 1 2 3 4
c) *To what extent is the school identifying problems in religious instruction and seeking their solution?*	na 1 2 3 4

SECTION

Science 4-15

NAME OF SCHOOL ______________________ DATE ____________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The science curriculum consists of those courses and activities designed to meet the individual student's educational needs related to science. Emphasis is placed on the process of scientific inquiry by students so that they can discover and interpret scientific knowledge, develop desirable attitudes, interests, and appreciation related to science and scientists, and recognize that these behaviors can be applied to the solution of current and future problems in a scientific age.

Inquiry is stimulated through various means, using the laboratory as a focal point for learning. There should be provisions for both small-group and individual instruction. Opportunities should be provided for students to apply methods and knowledge of science to inquiry into the solution of problems of society related to science.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the science department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. A sequential science program is provided. na 1 2 3 4
2. Science courses are developed around conceptual schemes of science. na 1 2 3 4
3. Science as a process of inquiry is reflected in the science program. na 1 2 3 4
4. The curriculum provides opportunities for students to study the history of science and the lives of important scientists and their contributions. na 1 2 3 4
5. Provision is made for students to use the science facilities under proper supervision at times other than regularly scheduled class periods. na 1 2 3 4
6. Time is provided in the teacher's daily schedule to prepare for classroom demonstrations and laboratory and field activities. na 1 2 3 4
7. Provision is made for the teacher to work in the laboratory during regularly scheduled preparation periods. na 1 2 3 4
8. Provisions are made during the school day for teachers to help special science groups and students working on science projects. na 1 2 3 4
9. Class size is determined by type of instruction, ability of students, and the number of available work stations. na 1 2 3 4
10. Individual instruction or special classes are available to the gifted student. na 1 2 3 4
11. Teachers from the various grade levels plan together to develop a sequential program in science. na 1 2 3 4
12. Teachers of the same grade level plan together to develop the science program at that level. na 1 2 3 4
13. Students in any grade have the opportunity to elect a science course. na 1 2 3 4
14. na 1 2 3 4

Supplementary Data

1. Fill in the following table for all courses in science.

TITLE OF COURSE	GRADE	ENROLLMENT	NUMBER OF SECTIONS	REQUIRED OR ELECTIVE	RANGE OF CLASS SIZE	PER WEEK	
						Number of Periods	Total Minutes

2. Describe any unusual programs or characteristics of the science department (attach sheets, if necessary).

Evaluations

a) *To what extent are science courses provided for all students in grades included in school?* na 1 2 3 4

b) *To what extent do the time allotments for science courses satisfactorily meet instruction needs?* na 1 2 3 4

c) *To what extent does the schedule provide teachers with time to prepare for classroom demonstrations, laboratory work, and special projects?* na 1 2 3 4

d) *To what extent is the science curriculum coordinated from grade to grade?* na 1 2 3 4

e) *To what extent are experimentation and innovation currently taking place in the science curriculum?* na 1 2 3 4

f) *To what extent does the variety of offerings meet the needs of all students?* na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

The instruction in science is designed to:

1. Aid students in the development and application of scientific attitudes. na 1 2 3 4
2. Develop skills in the process of science, such as recognizing and identifying problems, stating hypotheses, understanding assumptions, observing carefully, collecting data, interpreting and evaluating data, and drawing proper conclusions. na 1 2 3 4
3. Stimulate students through the process of inquiry to discover facts and formulate principles relevant to the development of conceptual schemes of science. na 1 2 3 4
4. Develop in students skill in using the equipment and instruments of science. na 1 2 3 4
5. Provide opportunity for students to design and construct necessary apparatus and equipment. na 1 2 3 4
6. Develop skill in finding, reading, and interpreting science literature. na 1 2 3 4
7. Show how applications of the basic principles of science have contributed to other areas of learning. na 1 2 3 4
8. Recognize the role of science as an integral part of general education. na 1 2 3 4
9. Include exploration of leisure-time activities and career opportunities in science. na 1 2 3 4
10. na 1 2 3 4

Evaluations

a) To what extent does the content of offerings meet the science needs of students? na 1 2 3 4

b) To what extent do the offerings encourage the student to understand the nature of science as inquiry as well as a structural body of knowledge? na 1 2 3 4

c) To what extent do the students develop skills in the use of apparatus and equipment? na 1 2 3 4

d) To what extent is laboratory work an integral part of the science program? na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

The physical facilities for science include:

1. Classrooms with flexibility to allow for various kinds of instructional activities. na 1 2 3 4
2. Facilities for large- and small-group instruction and independent study. na 1 2 3 4
3. A demonstration table that is visible to all members of the class. na 1 2 3 4
4. Water and other desirable utilities. na 1 2 3 4
5. Space, tools, and materials for building and maintaining equipment. na 1 2 3 4
6. Space and equipment for maintaining living plants and animals. na 1 2 3 4
7. Bookshelves and magazine racks. na 1 2 3 4
8. Display cases, tackboards, and adequate chalkboard space. na 1 2 3 4
9. Space for storing equipment and materials. na 1 2 3 4
10. Provisions for the safe storage and handling of hazardous materials. na 1 2 3 4
11. Exhaust fans to remove noxious and toxic gases. na 1 2 3 4
12. Provisions for the use of audio-visual equipment. na 1 2 3 4
13. Readily accessible first aid and safety equipment. na 1 2 3 4
14. Files for inventory accounting. na 1 2 3 4
15. Private office space for instructors. na 1 2 3 4
16. Space, separate from the classroom, for setting up and storing long-term projects. na 1 2 3 4
17. Service areas for preparing and dispensing laboratory supplies and equipment. na 1 2 3 4
18. An outdoor science study site. na 1 2 3 4
19. Provisions for safely and quietly transporting apparatus from service areas or stockrooms to classrooms or from one classroom to another. na 1 2 3 4
20. Space and facilities for preparation of solutions. na 1 2 3 4
21. na 1 2 3 4

Supplementary Data

1. Describe any unusual science facilities that are either part of the school's facilities or easily available to science classes.

Evaluations

a) *How adequate is the total space provided for science instruction?* na 1 2 3 4

b) *How adequately are the classrooms and laboratories furnished and equipped for science instruction?* na 1 2 3 4

c) *How adequate are storage facilities for equipment and supplies?* na 1 2 3 4

d) *How adequate are the provisions for the safe storage of hazardous materials?* na 1 2 3 4

e) *How adequate are the provisions for student safety?* na 1 2 3 4

f) *How effective is the management of laboratories?* na 1 2 3 4

g) *How adequate is the office space provided for teachers?* na 1 2 3 4

h) *How adequate is space provided for project work?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

All members of the science staff:

1. Have an understanding of the role of science in general education. na 1 2 3 4
2. Have adequate preparation in each science area they teach plus course work in related fields. na 1 2 3 4
3. Exhibit evidence of an up-to-date knowledge of the facts and processes of science. na 1 2 3 4
4. Demonstrate use of up-to-date methods of teaching and knowledge of ways students learn science. na 1 2 3 4
5. Demonstrate a familiarity with community resources for teaching science. na 1 2 3 4
6. Continue in-service education through formal study and other professional activity. na 1 2 3 4
7. Maintain an active interest in professional advancement, including participation in science and general education organizations. na 1 2 3 4
8. Have the assistance of paraprofessional or professional laboratory aides. na 1 2 3 4
9. Have access to secretarial help. na 1 2 3 4
10. Have access to duplicating machines and other equipment for preparing class materials. na 1 2 3 4
11. Show enthusiasm and genuine interest in teaching. na 1 2 3 4
12. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in science:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in science:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in science of each staff member.

A. INSTRUCTIONAL STAFF—Continued

Evaluations

a) How adequate is the preparation of the staff in science subject matter? na 1 2 3 4

b) How adequate is the preparation of the staff in learning theory and in up-to-date methods of teaching science? na 1 2 3 4

c) To what extent have members of the department participated in courses, seminars, and workshops dealing with recent developments in science and science education? na 1 2 3 4

d) To what extent are staff members reading the literature in science education and in the area of science they teach? na 1 2 3 4

e) To what extent do science staff members attend professional meetings? na 1 2 3 4

f) To what extent does the school administration contribute to the professional improvement of its teachers? na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Careful planning and preparation for teaching are evident. na 1 2 3 4
2. The learning activities of each course build on the previous science education of the students. na 1 2 3 4
3. Methods of instruction differ for slow, average, and able students. na 1 2 3 4
4. Teaching stimulates the interest and active participation of students. na 1 2 3 4
5. Science resources of the community and environment are used. na 1 2 3 4
6. Emphasis is placed on the development of investigative techniques. na 1 2 3 4
7. Some students develop science investigations beyond the usual class requirements. na 1 2 3 4
8. Instruction is concerned with developing interrelationships of the sciences and other fields of learning. na 1 2 3 4
9. Appropriate use is made of audio-visual and other aids, programed materials, and electronic teaching devices. na 1 2 3 4
10. Appropriate use is made of case study materials. na 1 2 3 4
11. Laboratory activities are investigative in nature and encourage student inquiry. na 1 2 3 4
12. Students are informed about professional and vocational opportunities in science. na 1 2 3 4
13. Students with science aptitude have counseling available about the possibilities of continuing in advanced science courses in high school. na 1 2 3 4
14. Students with science aptitude have counseling available about the possibilities of continuing postsecondary science study. na 1 2 3 4
15. na 1 2 3 4

Evaluations

a) How adequately does instruction provide for the differing needs and individual abilities of students? na 1 2 3 4

b) How adequately do the teachers plan and prepare for instruction? na 1 2 3 4

c) To what extent does instruction promote the use of inquiry in problem-solving situations? na 1 2 3 4

d) How adequately do classroom procedures reflect the objectives of the course? na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. The budget includes an adequate amount for science supplies and equipment. na 1 2 3 4
2. Suitable methods are used for ordering and keeping an inventory of supplies. na 1 2 3 4

The instructional materials include:

3. Equipment and materials for classroom demonstrations. na 1 2 3 4
4. Equipment and materials for individual and group laboratory work and projects. na 1 2 3 4
5. Well-selected and easily accessible books, periodicals, pamphlets, and reference materials. na 1 2 3 4
6. Reading materials appropriate for a range of students of differing abilities and interests. na 1 2 3 4
7. Resource units, teaching guides, and other materials. na 1 2 3 4
8. Study guides, laboratory manuals, and project materials. na 1 2 3 4
9. Appropriate types of audio-visual aids. na 1 2 3 4
10. Catalogues for the selection of equipment, supplies, and services. na 1 2 3 4
11. New courses of study in science prepared by national committees and commissions. na 1 2 3 4
12. Textbooks with copyright dates within the last five years. na 1 2 3 4
13. Library of professional materials, including source books for science teaching. na 1 2 3 4
14. na 1 2 3 4

Evaluations

a) How adequate is the quality *of materials?* na 1 2 3 4

b) How adequate is the quantity *of materials?* na 1 2 3 4

c) How adequate is the variety *of materials?* na 1 2 3 4

d) How well are instructional materials organized and maintained in good condition? na 1 2 3 4

e) How satisfactory is the provision for storage of instructional materials? na 1 2 3 4

f) How satisfactory is the procedure for obtaining supplies? na 1 2 3 4

g) To what extent are materials other than textbooks and equipment used by teachers and students? na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation is an integral part of instruction. . . . . na 1 2 3 4
2. Evaluation places emphasis upon the growth of the individual toward accepted objectives of science education. . na 1 2 3 4
3. Evaluation is composed of oral and written, subjective and objective means. na 1 2 3 4
4. Science tests assess more than recall of facts; they include evaluations of applications of principles, comprehension, synthesis, judgment, and understanding the process of science. . . . . . na 1 2 3 4
5. Evaluation is made of the laboratory experiences of the students. . . . . na 1 2 3 4
6. Evaluation is made of out-of-class science activities. . . . . na 1 2 3 4
7. Pretests are used in planning instruction and as a basis for measuring growth. . na 1 2 3 4
8. Results of evaluation are used in guiding students in their selection of more advanced courses and life careers. . na 1 2 3 4
9. Informal evaluation of instruction is carried out through conversation with students, class discussion, and observation. . . . . na 1 2 3 4
10. Students participate in the evaluation of their own work. . . . . na 1 2 3 4
11. Teachers use evaluation results as one index of their own teaching effectiveness. na 1 2 3 4
12. na 1 2 3 4

Supplementary Data

1. Describe the testing program in science.

2. Show how this testing program is used to evaluate:
   a) Strengths, weaknesses, and yearly growth of individual students.
   b) Strengths, weaknesses, and yearly growth of classes.
   c) Class achievement in terms of national or other norms.

Evaluations

a) How effectively do the evaluation procedures measure the attainment of accepted objectives of science education? . . . . na 1 2 3 4
b) To what extent do teachers use evaluation results to analyze the effectiveness of their teaching? . . na 1 2 3 4
c) To what extent do evaluation procedures identify students of unusual promise in the field of science? . na 1 2 3 4
d) To what extent do test items evaluate more than simple recall? . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

To what degree do students:

a) *Exhibit an understanding of fundamental principles and concepts of science?* . . . . na 1 2 3 4
b) *Possess skill in interpreting scientific information and literature?* . . . . na 1 2 3 4
c) *Possess skill in finding and using science materials and equipment?* . . . . na 1 2 3 4
d) *Exhibit ability to use the inquiry process?* . . . . na 1 2 3 4
e) *Exhibit an interest in science as shown by their leisure-time activities?* . . . . na 1 2 3 4
f) *Exhibit an understanding and an appreciation of science and scientists?* . . . . na 1 2 3 4
g) *Possess a knowledge of vocational opportunities available in the fields of science?* . . . . na 1 2 3 4
h) *Continue the study of science in postsecondary schools?* . . . . na 1 2 3 4
i) *Integrate knowledge in science with that of other disciplines?* . . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE SCIENCE PROGRAM

1. In what respects is science education most satisfactory and commendable?

2. In what respects is science education most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the science program.

VII. GENERAL EVALUATION OF INSTRUCTION IN SCIENCE

Evaluations

a) *To what extent does the instruction in science meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is instruction in science consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in science instruction and seeking their solutions?* na 1 2 3 4

SECTION

Social Studies 4-16

NAME OF SCHOOL ______________________ **DATE** ____________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Social studies is the study of man's social relationships in all their variations, both past and present, and draws its substance from the disciplines of anthropology, economics, geography, government, history, sociology, and social psychology. Man's physical environment and his psychological and biological make-up are considered to the extent that they help explain these social relationships.

The primary objective of the social studies program is to teach young people to think for themselves and, to that end, to provide them with the concepts and modes of inquiry of the social sciences and history. It also promotes a rational adherence to a set of values based upon the worth and dignity of each human being, with emphasis upon the examination of values and value conflicts, rather than upon the indoctrination of specific values.

The social studies program is based upon the assumption that the democratic society depends upon citizens who make rational decisions consistent with basic democratic values and who can make such decisions in a context of rapid cultural change, change in which the citizen participates and which he also directs.

The social studies classroom provides an environment in which students can inquire into questions dealing with man's social behavior, an atmosphere in which the search for truth assumes primary importance.

NOTE: *Before proceeding with work on this section,* prepare and attach as a part of the section a list of the major goals of the social studies department that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	**Excellent**
3	**Good**
2	**Fair**
1	**Poor or missing**
na	**Not applicable**

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. The department has a written statement of its objectives. na 1 2 3 4
2. The stated objectives reflect a consideration for freedom of the student to engage in inquiry, the grounding of knowledge in factual evidence, respect for the opinions of others, and the tentative nature of knowledge. na 1 2 3 4
3. The objectives encompass not only the conveying of knowledge, but also the learning of inquiry skills by which knowledge is acquired and used in the daily encounter with one's environment. na 1 2 3 4
4. The objectives are stated in terms of student behaviors that are measurable. na 1 2 3 4
5. A comprehensive and continuous social studies program is provided for all students. na 1 2 3 4
6. A program which includes a balanced treatment of history and the social sciences is provided for each student. na 1 2 3 4
7. Elective courses are available to all students. na 1 2 3 4
8. The social studies program is planned to provide for sequential development from grade to grade. na 1 2 3 4
9. Provision is made at each grade level and in each course to practice basic and recurring social studies skills as they apply to the respective area. na 1 2 3 4
10. Instructional activities in the social studies and other subject areas are coordinated by representative teams of teachers. na 1 2 3 4
11. The social studies program is evaluated at regular intervals and revised accordingly. na 1 2 3 4
12. New developments in the teaching of social sciences and history are reflected in the program. na 1 2 3 4
13. New approaches to learning, such as inquiry-oriented approaches and independent study, are reflected in the program. na 1 2 3 4
14. A continuous effort is being made to relate the social studies program to the local and world community. na 1 2 3 4
15. Community groups and agencies are consulted on development of the social studies program. na 1 2 3 4
16. Teachers are provided released time for study, class preparation, and conferences with students. na 1 2 3 4
17. The organization and role of the social studies department is clearly defined in the written statement of objectives. na 1 2 3 4
18. Members of the department understand its role and function. na 1 2 3 4
19. The leadership role in the department is clearly defined. na 1 2 3 4
20. Teachers participate in decisions affecting their instructional activities, determination of course content, and selection of materials. na 1 2 3 4
21. The atmosphere within the department is conducive to the professional growth of its members. na 1 2 3 4
22. Individual instruction or special classes are available to the gifted student. na 1 2 3 4
23. Teachers from the various grade levels plan together to develop a sequential program in social studies. na 1 2 3 4
24. Teachers of the same grade level plan together to develop the social studies program at that level. na 1 2 3 4
25. The budget provides funds to buy and rent instructional materials. na 1 2 3 4
26. na 1 2 3 4

Continued on next page

I. ORGANIZATION—Continued

Supplementary Data (Fill in the following table for all courses in social studies.)

Title of Course	Grade	Enroll-ment	Number of Sections	Required or Elective	Range of Class Size	Per Week	
						Number of Periods	Total Minutes

Evaluations

a) *To what extent is the organization of the social studies consistent with the philosophy and objectives of the school?* . . . . **na 1 2 3 4**

b) *How adequate is the coordination of sequences and courses in the social studies?* . . . . . . **na 1 2 3 4**

c) *How adequately is the department organized for evaluation and revision?* . . . . **na 1 2 3 4**

Comments

II. NATURE OF OFFERINGS

Checklist

1. Concepts and principles for the various social sciences and history are clearly stated for each of the courses. na 1 2 3 4
2. The principles and concepts are made available. na 1 2 3 4
3. Study units, lesson plans, and instructional practices provide evidence that instruction is directed toward the learning of these concepts and principles. na 1 2 3 4
4. Factual information from both the past and the present is selected to teach the concepts and principles that have been identified. na 1 2 3 4
5. Study guides and courses of study provide for a range of reading ability among students, and contain suggestions to teachers for individualizing assignments. na 1 2 3 4
6. In each class, systematic efforts are made to involve the students in identifying problems and issues and contributing ideas that lead to the revealing of relationships among concepts, principles, and generalizations. na 1 2 3 4
7. Opportunity is given students to search a variety of sources for data on the topic under study. na 1 2 3 4
8. Instruction teaches the skills needed to find relevant information. na 1 2 3 4
9. Assignments are varied according to the individual interests and abilities of students. na 1 2 3 4
10. Specific provisions are made for extensive use of a variety of resources outside the classroom. na 1 2 3 4
11. Geography, world history, and problems courses consider local, national, and international problems and their interrelationships in light of the objectives of the course. na 1 2 3 4
12. Course content is derived from both Western and non-Western sources. na 1 2 3 4
13. The teacher respects the student's right to hold points of view that differ from his own. na 1 2 3 4
14. Through analysis of conflicting ideologies and the identification of common elements among them, the student is helped to understand the moral values underlying our social, political, and economic heritage. na 1 2 3 4
15. The historical bases of our social, political, and economic values are studied. na 1 2 3 4
16. Opportunity is provided for students to practice the principles they have learned by assuming responsibility for democratic action in the conduct of school activities. na 1 2 3 4
17. The responsibilities and duties as well as the rights of the individual are stressed. na 1 2 3 4
18. Courses stress the depth study of major problems and concepts rather than a limited survey of many topics. na 1 2 3 4
19. na 1 2 3 4

Evaluations

a) *To what extent do the offerings encourage students to evaluate their own beliefs, attitudes, values, and social conduct?* na 1 2 3 4

b) *To what extent are social, political, and economic problems and issues objectively investigated?* na 1 2 3 4

c) *To what extent do the disciplines of the social sciences contribute to the social studies courses?* na 1 2 3 4

d) *To what extent do the offerings challenge the abilities of all the students enrolled in the social studies?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. The social studies instructional space provides for a variety of instructional activities (check those available): na 1 2 3 4
   _____Large lecture rooms with the equipment necessary for large-group presentations, such as public address system, movie screen, overhead projector, desks or tables.
   _____Seminar rooms for small-group discussion.
   _____Work rooms where students have the facilities for working on social studies projects.
   _____Conventional classrooms which accommodate 25–35 students.
   _____Material resources center containing social studies materials and reading and study space.
   _____Independent study facilities.
   _____Conference rooms for use by teachers, parents, and students.
   _____Departmental or individual offices.
2. The following equipment is available (check if available): . . . . na 1 2 3 4
   _____Bookshelves.
   _____Magazine racks.
   _____Television.
   _____16-mm. projector.
   _____Overhead projector.
   _____Other audio-visual equipment such as rearscreen, opaque projector, filmstrip projector, tape recorder, and darkening blinds.
   _____Map rails and racks.
   _____Bulletin and chalk boards.
   _____Copying machines.
   _____Typewriters.
   _____Paper cutters.
3. Storage space is provided for social studies equipment and supplies. na 1 2 3 4
4. Teaching of social studies is limited to rooms which are appropriately equipped for serving this function. na 1 2 3 4
5. na 1 2 3 4

Evaluations

a) *To what extent are the facilities and equipment consistent with the teaching strategies implied by the departmental objectives?* . . . . na 1 2 3 4
b) *How adequate is the space for instructional activities?* . . . . na 1 2 3 4
c) *How adequate are equipment and facilities for instructional activities?* . . . . na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

The social studies staff members:

1. Have intensive preparation in the subject or subjects they are teaching, including an understanding of their nature and the processes of inquiry peculiar to them. na 1 2 3 4
2. Have a comprehensive background in the social studies which includes an introduction to as broad a spectrum of history and the social sciences as is practicable. na 1 2 3 4
3. Have preparation in the methods of teaching the social studies, including the study of theories of teaching social studies, the preparation and evaluation of instructional objectives, instructional materials, teaching strategies, and evaluative devices. na 1 2 3 4
4. Have had prior experience or are currently involved in nonschool activities such as travel, social welfare work, research, governmental work, or political activity. na 1 2 3 4
5. Participate in the preparation of courses of study, selection of textbooks, reference and library materials, and other instructional materials. na 1 2 3 4
6. Participate regularly in evaluation of the social studies curriculum, instructional materials, and teaching methods. na 1 2 3 4
7. Have continued their study of contemporary affairs by reading books concerning contemporary affairs and by regularly reading current news and opinion magazines. na 1 2 3 4
8. Have continued their study of the subject or subjects they are teaching by reading books dealing with the subjects and by regularly reading scholarly articles dealing with the subject(s). na 1 2 3 4
9. Have been active in professional organizations of social studies teachers during the past year. na 1 2 3 4
10. Have participated in conferences and workshops for social studies teachers during the past year. na 1 2 3 4
11. na 1 2 3 4

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in social studies:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in social studies:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in social studies of each staff member.

Continued on next page

A. INSTRUCTIONAL STAFF—Continued

Evaluations

a) How adequate is the staff's preparation? na 1 2 3 4

b) To what extent does the staff give evidence of keeping abreast of new theories and knowledge in history and the social studies? na 1 2 3 4

c) To what extent does the staff give evidence of keeping abreast of contemporary affairs? na 1 2 3 4

d) To what extent are staff members involved in the evaluation and improvement of the social studies curriculum? na 1 2 3 4

e) To what extent do staff members show continued interest in professional growth through participation in professional organizations and in nonschool activities that contribute to professional competence? na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instructional activities contribute not only to the day-to-day and long-range objectives of the social studies, but also to the general objectives of the school. na 1 2 3 4
2. Careful planning and preparation for instructional activities are evident. na 1 2 3 4
3. Frequent opportunities are provided for experience in democratic procedures. na 1 2 3 4
4. Students make extensive use of the library and of community resources. na 1 2 3 4
5. A variety of instructional techniques are used (check those used): na 1 2 3 4
    - _____Individual and committee reports.
    - _____Panel discussions.
    - _____Lectures.
    - _____Class discussion.
    - _____Simulation.
    - _____Role-playing.
    - _____Large-group instruction.
    - _____Small-group instruction (seminars of 15 or fewer students).
    - _____Independent study.
    - _____Team teaching.
    - _____Other.
6. Community resources are used to enrich learning experiences. na 1 2 3 4
7. Instruction is related to contemporary affairs. na 1 2 3 4
8. Instructional activities relate work in social studies to work in other fields. na 1 2 3 4
9. Controversial issues are recognized and reflectively analyzed in an atmosphere of free inquiry. na 1 2 3 4
10. Students with social studies aptitude have counseling available about the possibilities of continuing in advanced social studies courses in high school. na 1 2 3 4
11. Students with social studies aptitude have counseling available about the possibilities of continuing postsecondary social studies study. na 1 2 3 4

12. na 1 2 3 4

Evaluations

a) How adequately do the teachers plan instructional activities? na 1 2 3 4

b) To what extent do teachers encourage student contributions to instructional activities? na 1 2 3 4

c) To what extent are teachers aware of current instructional ideas and techniques? na 1 2 3 4

d) To what extent are teachers employing a wide range of teaching strategies? na 1 2 3 4

e) To what extent do teachers study and employ the classroom use of reflective processes of inquiry? na 1 2 3 4

f) How consistent are instructional activities with the departmental philosophy? na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. A wide and balanced range of reading materials is available. na 1 2 3 4
2. The collection includes recent works from all the social science disciplines. na 1 2 3 4
3. Newspapers and periodicals present a wide range of editorial opinion. na 1 2 3 4
4. The collection includes documents and other primary source material. na 1 2 3 4
5. Instructional materials provide for different levels of student ability and different cultural backgrounds. na 1 2 3 4
6. Different types of instructional materials are readily available (check those available): na 1 2 3 4
    _____Books and periodicals.
    _____Pamphlets, posters, pictures, clippings, etc.
    _____Films, filmstrips, and film loops.
    _____Tapes, records.
    _____Transparencies.
    _____Maps, charts, and globes.
7. Study guides, assignment sheets, and bibliographies have been prepared and are available to the students. na 1 2 3 4
8. The department maintains a readily available file of resource units and materials. na 1 2 3 4
9. Instructional materials are adequate to meet the departmental objectives. na 1 2 3 4
10. There is evidence that students and teachers are making use of the variety of instructional materials available to them. na 1 2 3 4
11. A professional library of current publications and periodicals is accessible to the teacher. na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) *How adequate is the* variety *of instructional materials?* na 1 2 3 4

b) *How adequate is the* quality *of instructional materials?* na 1 2 3 4

c) *How adequate is the* quantity *of instructional materials?* na 1 2 3 4

d) *To what extent is use being made of instructional materials?* na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Evaluation procedures are designed to measure student progress toward achieving the stated instructional objectives. . na 1 2 3 4
2. A variety of evaluative procedures are used to measure student learning. . na 1 2 3 4
3. Evaluation is viewed as a process for determining student progress in order to make recommendations for future learning activities. . . . . . . na 1 2 3 4
4. Students are made aware of basic evaluative criteria and procedures and understand their relative importance. . . . na 1 2 3 4
5. Evaluation procedures measure various levels of student cognition, such as knowledge, comprehension, application, analysis, synthesis, and evaluation. . . na 1 2 3 4
6. Procedures are undertaken to measure student growth in skills appropriate to the social studies. . . . . . na 1 2 3 4
7. Procedures are undertaken to measure student growth in the affective domain (i.e., the development of attitudes, values, and beliefs). . . . . na 1 2 3 4
8. Efforts are made to evaluate the students' ability in learning situations, both group and individual activities. . na 1 2 3 4
9. The results of evaluation are given to the students promptly with interpretations and suggestions by the teacher or members of the class. . . . . . . na 1 2 3 4
10. Efforts are made to improve construction and scoring of teacher-made tests. na 1 2 3 4
11. Teachers use evaluation results as one index of their own teaching effectiveness and alter their materials and teaching strategies accordingly. . . . na 1 2 3 4
12. Standardized tests with nationwide norms are used to compare the progress of students in this school with the students in the norm population. . . . na 1 2 3 4
13. Teachers have the opportunity to share opinions and information about courses, evaluative instruments, and procedures with their colleagues. . . . . na 1 2 3 4
14. Teachers encourage students to participate in evaluating their programs and progress. . . . . na 1 2 3 4
15. na 1 2 3 4

Evaluations

a) To what degree are the evaluation procedures contributing to improved instruction? . . . . . na 1 2 3 4

b) How adequate are the evaluation instruments for the tasks expected of them? . . . . . . na 1 2 3 4

c) To what extent do teachers use evaluative procedures to judge their own teaching effectiveness? . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what extent do students exhibit an understanding of the basic concepts and principles of history and the social sciences?* na 1 2 3 4

b) *To what extent do students exhibit a working knowledge of the modes of inquiry of history and the social sciences?* na 1 2 3 4

c) *To what extent do students exhibit an understanding of the complex nature of social problems, both national and international?* na 1 2 3 4

d) *To what degree do students exhibit the ability to deal systematically and objectively with controversial issues?* na 1 2 3 4

e) *To what extent do students appear to examine critically their own values, beliefs, and attitudes?* na 1 2 3 4

f) *To what degree do students exhibit a critical adherence to the values basic to a democratic society?* na 1 2 3 4

g) *To what extent do students exhibit the ability to make rational decisions consistent with basic democratic values?* na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE SOCIAL STUDIES PROGRAM

1. In what respects is the social studies program most satisfactory and commendable?

2. In what respects is the social studies program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the social studies.

VII. GENERAL EVALUATION OF INSTRUCTION IN SOCIAL STUDIES

Evaluations

a) *To what extent does the instruction in social studies meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in social studies consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in social studies instruction and seeking their solution?* na 1 2 3 4

SECTION

Special Education 4-17

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Special education is generally accepted to mean education designed for, and available to, handicapped children and youth whose educational needs are different in part from those of most of their peers.

In order that every child and youth may have readily available the opportunity for education and training within the limits of his ability, educational systems should incorporate plans to meet diverse needs. Special education is built on the concept of understanding unusual differences among the school-age population and meeting individual needs. In order to help understand the needs of the handicapped and to plan subsequent programs for them, a multidisciplinary (team) approach is often used. This team may call for the services of medical, psychological, social work, educational, and other personnel in order to carry out the work.

Children and youth in need of special education are not limited to specific categories such as the deaf. Rather, they include all those who require unusual curricular or instructional adjustment throughout their school career or some significant portion of it. The handicapped are considered to differ in physical, mental, or emotional characteristics to a degree that school programs designed for the majority of children and youth do not afford them optimum opportunities for maximum adjustment or progress. Therefore, they need special instructional and supportive services to achieve and adjust at the highest level consistent with their abilities.

Special education for handicapped youth is a program that is not entirely different from the education offered others enrolled in the school. It refers to elements of education that are both different from and in addition to the standard offerings. Its integration into regular classes or curricular offerings should be encouraged when appropriate. All programs should be sequential and continuous. Special education should be part *of*, rather than apart *from*, the total school program. However, the necessary modifications may, from time to time, appear contradictory to this principle.

Special education services embody three elements worthy of consideration: (1) trained professional personnel, (2) special curricular content for certain handicapped groups, and (3) specialized or modified facilities.

Every student should have an opportunity to complete successfully a program of studies designed to meet his individual needs and abilities. When such a program is completed satisfactorily, he should receive a diploma or certificate comparable to that of other students of the school who have completed their curricular requirements.

NOTE: *Before proceeding with the work of this section,* prepare and attach as part of this section a list of the major goals of the special education program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	**Excellent**
3	**Good**
2	**Fair**
1	**Poor or missing**
na	**Not applicable**

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

Checklist

1. Policies and procedures for establishing and operating special education programs are clearly defined and make provision for all handicapped students. na 1 2 3 4
2. Special education teachers have a major role in establishing procedures for the identification, evaluation, placement, and transfer of the handicapped. na 1 2 3 4
3. The special education program(s) operates under the leadership of a trained special education administrator. na 1 2 3 4
4. Supervisory services are provided for special education teachers and program. na 1 2 3 4
5. The special education education program is an integral part of the instructional program. na 1 2 3 4
6. The staff is offered the same considerations as other staff members. na 1 2 3 4
7. Opportunities for staff professional development, curriculum development, and in-service training are provided. na 1 2 3 4
8. Budgets for special education programs are formulated as part of the school budget. na 1 2 3 4
9. Appropriate teacher-student ratios are in effect and meet state standards. na 1 2 3 4
10. Teachers are members of an interdisciplinary team that participates in decisions regarding placement, curriculum, evaluation, and instruction. na 1 2 3 4
11. Before a student is transferred to or placed in a special education program, both parents and student receive a complete orientation to the program. na 1 2 3 4
12. Students are provided special supportive services as needed. na 1 2 3 4
13. A systematic plan is in effect for evaluating the quality of special education services. na 1 2 3 4
14. Clerical personnel are available. na 1 2 3 4
15. The school maintains an approved and continuing screening and referral procedure. na 1 2 3 4
16. The school cooperates with professional and lay groups to coordinate activities concerned with the referral of handicapped children and youth. na 1 2 3 4
17. Referrals are made to other agencies to secure diagnostic information. na 1 2 3 4
18. Professional records, including cumulative records, psychological findings, case histories, and medical reports, are available and used by appropriate personnel. na 1 2 3 4
19. Handicapped children in organized programs are re-evaluated at intervals to verify their continued eligibility. na 1 2 3 4
20. Teachers from the various grade levels plan together to develop a sequential program in special education. na 1 2 3 4
21. Teachers of the same grade level plan together to develop the special education program at that level. na 1 2 3 4
22. na 1 2 3 4

Evaluations

a) *How effective are the policies pertaining to special education programs?* na 1 2 3 4

b) *How effective is the administrative leadership?* na 1 2 3 4

c) *How adequate is the financial support for special education programs and services?* na 1 2 3 4

d) *To what extent is the special education program an essential component of this school's program?* na 1 2 3 4

e) *How accurate and complete is identification and assessment of the handicapped?* na 1 2 3 4

f) *To what extent are referrals made to proper services?* na 1 2 3 4

g) *How adequate is the follow-up after clinical referrals?* na 1 2 3 4

h) *How adequate are the supportive services?* na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

1. The curriculum is designed to meet the needs of handicapped children and youth. na 1 2 3 4
2. Students have an opportunity to develop specific talents and abilities as well as to strengthen areas of weakness. na 1 2 3 4
3. Handicapped students are assigned to regular classes in those cases where such placement is appropriate. na 1 2 3 4
4. Special students are involved in the regular program *only* as their progress determines this to be desirable. na 1 2 3 4
5. The school has special services to take care of assessment and referral needs (check if available): na 1 2 3 4
   ____Audiologist.
   ____Educational diagnostician.
   ____General medical practitioner.
   ____Neurologist.
   ____Occupational therapist.
   ____Ophthalmologist.
   ____Orthopedic surgeon.
   ____Otologist.
   ____Pediatrician.
   ____Physical therapist.
   ____Psychiatrist.
   ____School psychologist.
   ____Social worker.
   ____Speech therapist.
   ____Other ______________________________
6. na 1 2 3 4

Supplementary Data

1. If the program titles listed below do not describe the programs offered, make appropriate changes. Include only offerings that are a regular part of the school program.

Programs, by Nature of Handicap	Enrollment of Students, by Nature of Instruction				Full-time Equivalency of Teachers in Each Program	Number of Handicapped Students in Regular Program Classes
	In Self-Contained Classroom	Resource Teachers	Itinerant Teachers	Total		
1. Hearing impaired						
2. Vision impaired						
3. Speech handicaps						
4. Orthopedic handicaps						
5. Other health impairments						
6. Retarded, educable						
7. Retarded, trainable						
8. Slow learners						
9. Socially/emotionally maladjusted						
10. Learning disabilities						
11. Multiple handicaps						
12. Hospital- or home-bound						
13.						
14.						

II. NATURE OF OFFERINGS—Continued

Supplementary Data—Continued

2. Attach a complete schedule of special education programs, classes, services, and activities.
3. Attach a statement of the requirements and restrictions governing students' choice of programs, services, and subjects.

Evaluations

a) *To what extent are all programs and services subjected to periodic assessment and re-evaluation?* . . . na 1 2 3 4

b) *How appropriate are the offerings in relation to the school's stated philosophy and objectives?* . . . na 1 2 3 4

c) *How extensive are enrollments in specific programs and courses in relation to the stated philosophy and objectives?* . . . na 1 2 3 4

d) *How adequate is the variety of programs and special subject offerings in light of community and student needs?* . . . na 1 2 3 4

e) *How well are industry, business, and on-the-job resources outside the school correlated with school programs to provide additional education and training in the community?* . . . na 1 2 3 4

f) *How adequate and appropriate is the related instruction?* . . . na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. The school facilities are so constructed or modified that individuals having physical handicaps do not encounter architectural barriers which prohibit or limit their use of facilities. na 1 2 3 4
2. Instructional areas for handicapped youth are of appropriate size to provide for optimum program development. na 1 2 3 4
3. Space is available for special education and supportive services. na 1 2 3 4
4. Work and office areas are appropriate in size and shape. na 1 2 3 4
5. Each instructional and service area is equipped with the furniture and other equipment necessary for the maximum development of the program. na 1 2 3 4
6. The equipment and furniture are aesthetically pleasing, comfortable, and in keeping with the general design of other parts of the school facilities. na 1 2 3 4
7. Each instructional and service area has appropriate shelf, storage, file, and display space. na 1 2 3 4
8. Special transportation is provided for those students who cannot use regular transportation. na 1 2 3 4
9. Transportation is available for field trips. na 1 2 3 4
10. Adaptive physical education, recreation, and training facilities and adequate spaces are available both inside and outside the building. na 1 2 3 4
11. na 1 2 3 4

Evaluations

a) *How appropriate is the classroom space for instructional activities?* na 1 2 3 4

b) *To what extent is the work and office space for professional and other staff adequate and appropriate?* na 1 2 3 4

c) *How appropriate are other aspects of the physical facilities for optimum development of programs and services?* na 1 2 3 4

d) *To what extent is the equipment functional and its quantity sufficient to meet the needs of the program and services?* na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

Instructional Staff here includes all special education personnel.

Checklist

1. The latest state department of public instruction requirements for special education personnel have been obtained by the school and are available to any teacher or prospective teacher. na 1 2 3 4
2. Outstanding teachers who are interested in any handicapped children are encouraged to work with these children. na 1 2 3 4
3. Personnel associated with programs for handicapped youth are given opportunities to visit other classrooms, communities, institutions, and agencies, and to attend professional meetings. na 1 2 3 4
4. Teachers and other interested personnel participate in in-service training programs. na 1 2 3 4
5. Special education personnel are encouraged to engage in research and experimentation. na 1 2 3 4

All special education personnel:

6. Adhere to professional ethics in handling confidential information. na 1 2 3 4
7. Are actively identified with appropriate community organizations and issues. na 1 2 3 4
8. Maintain active membership in educational and other professional organizations. na 1 2 3 4
9. Demonstrate desirable working relationships with intraschool personnel, parents, and professional lay groups. na 1 2 3 4
10. Make effective use of referral sources. na 1 2 3 4

Special education teachers are:

11. Certified by state department of education for the specific areas they teach. na 1 2 3 4
12. Prepared by a broad background of understanding of handicapped children. na 1 2 3 4
13. Prepared in technical methodology of instruction in given specific or related areas. na 1 2 3 4

Special education therapists and the ancillary and referral personnel are:

14. Certified by the state licensing board for their specialty. na 1 2 3 4
15. Able to meet state department of education requirements. na 1 2 3 4

Special education directors and supervisors are:

16. Certified by the state department of education as administrators of special education. na 1 2 3 4
17. Prepared by comprehensive training in special education. na 1 2 3 4
18. na 1 2 3 4

Continued on next page

A. INSTRUCTIONAL STAFF—Continued

Supplementary Data

1. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in special education:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in special education:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in special education of each staff member.

Evaluations

a) *How well prepared are administrators and supervisors?* . . . . na 1 2 3 4
b) *How well prepared are teachers?* . . . . na 1 2 3 4
c) *How well prepared are supportive personnel?* . . . . na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instructional methods and techniques in use are appropriate for the program in which they are being used. . . . . na 1 2 3 4
2. Special services such as sheltered workshops and on-the-job training are provided. . . . . na 1 2 3 4
3. Activities are aimed at strengthening the areas of weakness. . . . . na 1 2 3 4
4. Regular school activities are adapted for use in each of the special areas. . . . na 1 2 3 4
5. Expectation is geared to the level of achievement potential of each student. . na 1 2 3 4
6. School and community resources are used to supplement the in-school program. . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) *How appropriate is the planning and preparation for instruction?* . . . . na 1 2 3 4

b) *How effectively are the instructional activities carried out in relation to the stated purposes and objectives of special education?* . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. Textbooks, pamphlets, magazines and newspapers, and other appropriate reading material are provided. . . . . na 1 2 3 4
2. Source books and reference materials which parallel the most significant aspects of each unit or course of study are available. . . . . na 1 2 3 4
3. Materials are selected to meet a variety of reading levels of students in each class. . . . . na 1 2 3 4
4. Maps, charts, models, globes, and similar instructional materials are available. na 1 2 3 4
5. Motion pictures, filmstrips, and slides are available. . . . . na 1 2 3 4
6. Appropriate study guides or assignment sheets have been prepared and are available to students. . . . . na 1 2 3 4
7. A variety of resource materials is available for the use of teachers. . . . . na 1 2 3 4
8. Textbooks are selected by special education personnel. . . . . na 1 2 3 4
9. Materials and supplies in use are appropriate for meeting the needs of handicapped children. na 1 2 3 4
10. Instructional materials are available to promote *each program* of special education. . . . . na 1 2 3 4
11. Several series of textbooks are available. na 1 2 3 4
12. High-interest—low-vocabulary materials are available. . . . . na 1 2 3 4
13. Special instructional materials for the visually impaired are available (check those available): na 1 2 3 4
    - _____Braille materials
    - _____Braillers
    - _____Talking books
    - _____Books with large type
    - _____Tape recorders
    - _____Large-type typewriters
14. Special instructional materials for the deaf are available (check those available): . . . . na 1 2 3 4
    - _____Captioned films
    - _____Audio-amplifier system
    - _____Other
15. na 1 2 3 4

Supplementary Data

1. What other instructional materials for handicapped children are provided? (Describe.)

Evaluations

a) How adequate is the variety *of instructional materials?* . . . . na 1 2 3 4

b) How adequate is the quality *of instructional materials?* . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Provision is made for evaluation of student progress in relation to objectives. na 1 2 3 4
2. The evaluative process makes provision for individual differences. . . . . na 1 2 3 4
3. Evaluation is made of the student's knowledge and operational skills. . . na 1 2 3 4
4. Pretests are used. . . . . na 1 2 3 4
5. Tests are used to determine the achievement levels of all students. . . . . na 1 2 3 4
6. Tests are used for diagnostic purposes. na 1 2 3 4
7. A multidisciplinary team is used to validate the diagnostic information available. . . . . na 1 2 3 4
8. Interpretation of test results is used in conjunction with other information to assist students. . . . . na 1 2 3 4
9. Students are encouraged to evaluate their own achievement. . . . . . na 1 2 3 4
10. Both teachers and students recognize that tests should be used to reveal strengths and to point out areas for improvement. . . . . na 1 2 3 4
11. Evaluation techniques include measurement of growth in ability to generalize and ability to organize. . . . . . na 1 2 3 4
12. Part of the evaluation program consists of tests designed to determine the student's ability to use knowledge in new situations. . . . . na 1 2 3 4
13. Teachers are encouraged to develop case studies on each of their students. . . na 1 2 3 4
14. na 1 2 3 4

Evaluations

a) *To what extent are systematic procedures used to evaluate student progress?* . . . . na 1 2 3 4

b) *To what extent do teachers use evaluation results in analyzing their teaching effectiveness?* . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) To what degree are the students:

(1) *Able to return to regular classrooms?* . . . . na 1 2 3 4

(2) *Able to participate in other school activities?* . . . . na 1 2 3 4

(3) *Able to exhibit an understanding of individual rights and responsibilities?* . . . . . . na 1 2 3 4

(4) *Developing desirable attitudes toward work?* . . . . na 1 2 3 4

(5) *Developing knowledge and skill commensurate with their work needs?* . . . . na 1 2 3 4

(6) *Aware of local employment conditions and opportunities?* . . . . na 1 2 3 4

b) *How well does the community accept and support the special education program?* . . . . . . na 1 2 3 4

c) *How well satisfied are the parents with the special education program?* . . . . na 1 2 3 4

d) *How satisfactory is the special education program as far as the general teaching staff is concerned?* na 1 2 3 4

e) *How satisfactory is the special education program as far as the administration is concerned?* . . . na 1 2 3 4

f) *How effective has been the communication of the aims and objectives of special education to the community?* . . . . na 1 2 3 4

VI. SPECIAL CHARACTERISTICS OF THE SPECIAL EDUCATION PROGRAM

1. In what respects is the special education program most satisfactory and commendable?

2. In what respects is the special education program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses of the special education program.

VII. GENERAL EVALUATIONS OF INSTRUCTION IN SPECIAL EDUCATION

Evaluations

a) *To what extent does instruction in special education meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in the special education program consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in special education and seeking their solution?* . . na 1 2 3 4

SECTION

Trade, Technical, and Industrial Education 4-18

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________

______________ ______________ ______________

______________ ______________ ______________

____
Area being evaluated

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The basic purpose of trade, technical, and industrial education for in-school youth is to prepare them for advantageous initial entry into employment in a specific or closely allied trade, industrial, technical, or service occupation. This purpose may be achieved in the secondary school through either a full-time in-school program or a part-time school and a part-time employment (cooperative) program or both. The instructional program is based upon clearly defined skills, proficiencies, and knowledge needed for successful entry into a particular occupational area in which there are opportunities for employment. Only those students who can reasonably be expected to profit by the instruction are selected for enrollment in trade, technical, and industrial education courses. These programs can be conducted in comprehensive high schools, in area vocational schools, or in other types of vocational schools, such as service or skill centers.

The instructional program is conducted by teachers who are occupationally competent through wage-earning experience in the occupation and who have been given instruction in the techniques of teaching. The skills and related technical information taught the students are those which are needed by the typical worker in an occupational area. Theory is related to the skills of the occupation. Advisory committees are used to aid in promoting, establishing, maintaining, and continuously evaluating the program.

Careful attention is given to selection of students for admission to trade, technical, and industrial education courses. General school records and exploratory experiences and activities are carefully reviewed in determining whether or not a prospective student has the ability, aptitude, and interest needed to master the skills and knowledge required in the occupation. General education is included in the program for all students in trade, technical, and industrial courses.

NOTE: If the school deems it advisable, different areas within trade, technical, and industrial education may be evaluated separately. If this is done, the name of the area should be placed on the line provided above. If all areas are evaluated together, individual area differences can be noted under "Comments."

Before proceeding with work on this section, prepare and attach as part of the section a list of the major goals of the program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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Fourth Edition

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V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

A. GENERAL

Checklist

1. The program is under the general direction and has the support of the administrative officers of the school system. na 1 2 3 4
2. The principal and other school personnel show an interest in the program and have an understanding of its objectives. na 1 2 3 4
3. Qualified vocational education personnel, both administrative and supervisory, are directly responsible for the program. na 1 2 3 4
4. Vocational education administrative and supervisory personnel participate in the selection of teachers and coordinators. na 1 2 3 4
5. Financial support is given to the program as evidenced by provision for competent instructors, building facilities, equipment, materials, supplies, and aids. na 1 2 3 4
6. An employer-employee advisory committee helps to plan the program. na 1 2 3 4
7. Class sizes are limited to a number that can be instructed effectively in the facilities available. na 1 2 3 4
8. Provisions are made for in-service education of teachers. na 1 2 3 4
9. The trade, technical, and industrial education program is planned to meet the industrial needs of the labor market on a wide geographical basis. na 1 2 3 4
10. There is recorded evidence that there are job opportunities for those students enrolled in each course on a local, state, or national basis. na 1 2 3 4
11. Students are carefully selected on the basis of interest, aptitudes, and ability as reflected by records, teacher recommendations, and interviews. na 1 2 3 4
12. The time spent in skill development complies with the state plan for vocational education. na 1 2 3 4
13. Information units and study are planned to contribute directly to the trade or occupation for which training is given. na 1 2 3 4
14. Provisions are made for students in the program to participate in the social and extracurricular activities of the school. na 1 2 3 4
15. Trade, technical, and industrial education students are scheduled in general education classes with academic students. na 1 2 3 4
16. Provisions are made to work cooperatively with other agencies in occupational programs. na 1 2 3 4
17. na 1 2 3 4

Supplementary Data

Indicate in the space below (1) the major areas of instruction offered in trade, technical, and industrial education, (2) the grade levels at which the area or activity is offered, and (3) the number of students enrolled in each offering for the current year. Continue this form on additional sheets as needed.

Industrial Area(s)	*Grade(s)*	*Number of Students Enrolled*

Evaluations

a) *To what extent is trade, technical, and industrial education available to all students who need and can profit by it?* . . . . na 1 2 3 4

b) *How adequate are the time allotments for the program?* . . . . na 1 2 3 4

c) *To what extent do the enrollments in the classes reflect the needs for trained workers in the geographical area?* . . . . na 1 2 3 4

d) *How adequate are provisions for administrative and supervisory personnel?* . . . . na 1 2 3 4

e) *How adequate are the provisions for advisory services?* . . . . na 1 2 3 4

Comments

B. COOPERATIVE WORK EXPERIENCE PROGRAMS

While major attention of the school is directed to its in-school program, the values of informal work experience for all students are recognized, and more formal, supervised work programs related to curricular areas are provided.

Informal work activities are encouraged by the staff, and placement facilities are available to notify students of work opportunities and to assist in a liaison capacity between student and employer. Opportunities for work within as well as outside the school are identified.

Supervised and cooperative work programs providing for application of vocational skills and understanding learned in school are organized and operated by representatives of both the school and community. These encourage further development of skills and understanding in a realistic business or industrial situation as well as reduce costs for the school.

Checklist

1. Cooperative work experiences are arranged in diversified occupational areas. na 1 2 3 4
2. A coordinator of work experience programs is employed. . . . . na 1 2 3 4
3. The coordinator is active in seeking work experience opportunities in the community. . . . . na 1 2 3 4
4. The coordinator has had experience both as a teacher and a worker. . . . . na 1 2 3 4
5. The coordinator visits the student on the job regularly enough to ensure the attainment of the goals of the program. na 1 2 3 4
6. Supervision of students is considered a cooperative responsibility of both the school and business or industrial representative. . . . . na 1 2 3 4
7. An advisory or planning committee, including representatives of both the school and community, assist in planning and coordinating the work program. . . . . na 1 2 3 4
8. Provision is made for compliance with all legal requirements relating to the employment of youth. . . . . . . na 1 2 3 4
9. Student enrollment and placement in the cooperative training program involve a process of testing, counseling, and interviews. . . . . na 1 2 3 4
10. Placement of students involves matching aptitudes and interest to the job opportunity. . . . . na 1 2 3 4
11. Provisions are made for the cooperative student to receive individual supervision and instruction correlated with on-the-job experience. . . . . na 1 2 3 4
12. Assignment is approved only where learning opportunities exist and exploitation of the worker is unlikely. . . na 1 2 3 4
13. Cooperative students spend not less than time specified in the state plan for vocational education in on-the-job experience and in-school instruction. . . . . na 1 2 3 4
14. Work experiences provide for the development of new skills based upon previous in-school accomplishment. . . . na 1 2 3 4
15. Work experiences are planned to assist students in the development of effective theory or knowledge as well as manipulative skills. . . . . na 1 2 3 4
16. Work experiences are planned to assist students in the development of effective personal and social characteristics in their chosen field. . . . . na 1 2 3 4
17. Schedule provisions ensure a sufficient time allotment or block of time in work activities to accomplish the goals of the program. . . . . na 1 2 3 4
18. Wages are arranged with consideration for the learning opportunities of the job and the production or service elements of the work. . . . . na 1 2 3 4

B. COOPERATIVE WORK EXPERIENCE PROGRAMS—Continued

Checklist—Continued

19. Work experience programs are revised periodically in the light of the information obtained through evaluation procedures. . . . . na 1 2 3 4
20. Provisions are made to include information units during regular school periods according to an organized plan of instruction. . . . . na 1 2 3 4
21. A training program (memorandum) is on file for each student and is signed by the training agency, student, parent, and coordinator. . . . . na 1 2 3 4
22. Records showing scholastic achievement, work-related experience, and attendance of each student are maintained. . . . na 1 2 3 4
23. Reports of the effectiveness of the work experience program are made periodically to the school and to the employer. . na 1 2 3 4
24. Comprehensive records of each student show the nature, amount, and quality of the work done. . . . . na 1 2 3 4
25. Evaluation procedures recognize standards consistent with the maturity and training of students. . . . . . . na 1 2 3 4
26. Credit toward a certificate or diploma is granted for successful completion of supervised or cooperative work. . . . na 1 2 3 4
27. na 1 2 3 4

Supplementary Data

1. Describe briefly important features of the work experience program.

Evaluations

a) How adequate is the variety of work experience in relation to curricular offerings and student needs? . na 1 2 3 4
b) How well satisfied are employers with the work experience program? . . . . na 1 2 3 4
c) How satisfactory is supervision and coordination of the work experience program? . . . . . . na 1 2 3 4

Comments

II. NATURE OF OFFERINGS

Checklist

Trade, technical, and industrial education includes experiences that:

1. Are designed to develop such skills and technical knowledge for beginning workers as are justified by employment opportunities. na 1 2 3 4
2. Are based upon and organized around a careful analysis of the skills and knowledge required for successful employment in an occupation. na 1 2 3 4
3. Acquaint those enrolled with opportunities for employment in a related group of occupations. na 1 2 3 4
4. Emphasize desirable personal characteristics, good work habits, and satisfaction found in good workmanship. na 1 2 3 4
5. Place emphasis on safety practices in industry. na 1 2 3 4
6. Provide for the study of employer-employee and fellow worker relations. na 1 2 3 4
7. Are evaluated in the light of studies of graduates. na 1 2 3 4
8. Are designed to assist students to make satisfactory adjustment to economic, industrial, and social changes. na 1 2 3 4
9. Provide a basis for continued training after graduation. na 1 2 3 4
10. Are related to locating, applying for, and being interviewed for a job. na 1 2 3 4
11. Are confirmed by advisory craft committees. na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) *How adequate is the variety of offerings in relation to community and student needs?* na 1 2 3 4

b) *To what extent are the offerings consistent with present industrial needs?* na 1 2 3 4

c) *How adequate are information units?* na 1 2 3 4

d) *How effective are the advisory committees?* na 1 2 3 4

Comments

III. PHYSICAL FACILITIES

Checklist

1. The buildings and site are available for the training needs and are an integral part of school or vocational center facilities. na 1 2 3 4
2. The location and soundproofing of the area eliminate undue interference with other school activities. na 1 2 3 4
3. The floor area includes acceptable clearance for traffic lanes between machines and equipment where students work. na 1 2 3 4
4. An area is provided for information units of instruction. na 1 2 3 4
5. The specific types of floors are appropriate to the work of each area. na 1 2 3 4
6. The area for information units is equipped with furniture, equipment, and utilities. na 1 2 3 4
7. Light is provided to meet the requirements for work in each part of the instructional area. na 1 2 3 4
8. Hand tools comparable to those used in industry are provided. na 1 2 3 4
9. Machines similar to those used in industry are provided. na 1 2 3 4
10. Machines are equipped with safety devices. na 1 2 3 4
11. Tools, equipment, and safety devices are maintained in good condition. na 1 2 3 4
12. Storage space and facilities are provided for tools and small equipment. na 1 2 3 4
13. Storage space and facilities are provided for materials and supplies. na 1 2 3 4
14. Tool storage and stock room systems approximate those used in industry. na 1 2 3 4
15. Benches and work stations are sufficient in number to meet needs of the maximum class enrollment. na 1 2 3 4
16. Utility outlets are provided where needed. na 1 2 3 4
17. All switches and electrical controls are clearly marked and a master switch is available. na 1 2 3 4
18. Materials and supplies are available to meet enrollment needs. na 1 2 3 4
19. Fire extinguishing equipment is available and conveniently located. na 1 2 3 4
20. First aid supplies are available. na 1 2 3 4
21. Provisions are made for the use of audio-visual aids. na 1 2 3 4
22. Washing facilities are supplied with hot and cold water. na 1 2 3 4
23. Ventilation provisions ensure healthful working conditions. na 1 2 3 4
24. Office equipment is provided for the instructor. na 1 2 3 4
25. na 1 2 3 4

Evaluations

a) How adequate is the space provided for trade, technical, and industrial education? na 1 2 3 4

b) How well is the shop area planned and laid out? na 1 2 3 4

c) How adequate is the amount of equipment to meet needs of the largest class? na 1 2 3 4

d) How adequate is the quality of equipment? na 1 2 3 4

e) How adequate is the amount *of materials and supplies?* na 1 2 3 4

f) How adequate is the quality *of materials and supplies?* na 1 2 3 4

g) How adequate are the storage facilities? na 1 2 3 4

h) How adequate is the protection of students from fire, toxic gases, dust, and personal injury? na 1 2 3 4

Comments

IV. DIRECTION OF LEARNING

A. INSTRUCTIONAL STAFF

For data on preparation of teachers, see Section 10, "Individual Staff Member."

Checklist

Members of the trade, technical, and industrial education instructional staff:

1. Have worked as journeymen or have had like experience in the occupation which they are now teaching, in accordance with the state plan. . . . . na 1 2 3 4
2. Have had preparation in the philosophy and practices of trade, technical, and industrial education with emphasis on methods, materials, curriculum, and evaluation. . . . . na 1 2 3 4
3. Have extended their preparation beyond minimum certification requirements. . na 1 2 3 4
4. Appreciate the need for general education as well as vocational education. . na 1 2 3 4
5. Have had preparation in the field of vocational guidance. . . . . na 1 2 3 4
6. Keep up to date with developments in education through summer employment, workshops, institutes, curriculum studies, or research. . . . . na 1 2 3 4
7. Have knowledge of laws, codes, and regulations pertaining to occupations for which instruction is offered. . . . na 1 2 3 4
8. Have knowledge of present industrial conditions and resources of the geographical area. . . . . na 1 2 3 4
9. Have preparation in first aid, hygiene, and safety practices as applied to the occupation taught. . . . . na 1 2 3 4
10. Are active in the in-service teacher-training program. . . . . na 1 2 3 4
11. Hold membership and actively participate in their professional organizations. na 1 2 3 4

Coordinators for cooperative programs:

12. Have a background of industrial experience. . . . . na 1 2 3 4
13. Have had preparation in the principles and practices of cooperative occupational education. . . . . na 1 2 3 4
14. Have had special preparation in the use of related resource materials. . . . na 1 2 3 4
15. na 1 2 3 4

Supplementary Data

1. *Indicate the number of professional staff found in each of the following categories* (*do not count the same individual more than once in a, b, c, and d respectively*):

a) Educational level:

Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in trade, technical, and industrial education:

0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in trade, technical, and industrial education:

0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:

0–2 ________
3–5 ________
6–15 ________
More than 15 ________

2. List areas of concentration in trade, technical, and industrial education of each staff member.

A. INSTRUCTIONAL STAFF—Continued

Evaluations

a) *How adequate is the work experience of the staff?* na 1 2 3 4

b) *How adequate is the professional preparation of the staff for teaching trade, technical, and industrial education?* na 1 2 3 4

c) *How well are the staff members keeping up with industrial and educational developments in their specializations?* na 1 2 3 4

Comments

B. INSTRUCTIONAL ACTIVITIES

Checklist

1. Instruction contributes to the objectives of the school. na 1 2 3 4
2. Instruction is directed toward clearly formulated objectives in trade, technical, and industrial education. na 1 2 3 4
3. Careful planning and preparation for instruction are evident. na 1 2 3 4
4. Instruction is adapted to new or changing industrial conditions. na 1 2 3 4
5. Activities approximate, as nearly as practicable, conditions existing in industry. na 1 2 3 4
6. The industrial resources of the employment area, including field trips, are used in instruction. na 1 2 3 4
7. In addition to developing skills for employment in an occupation, students develop a working knowledge of related occupations. na 1 2 3 4
8. Shop or laboratory management approximates conditions existing in industry. na 1 2 3 4
9. All instructional activities are conducted with regard for student health and welfare. na 1 2 3 4
10. Learning experiences emphasize the principles of safety and fire prevention. na 1 2 3 4
11. Provision is made for correlation of information units with manipulative activities. na 1 2 3 4
12. Both manipulative activities and information units are given appropriate emphasis. na 1 2 3 4
13. The course of study provides for sequential development. na 1 2 3 4
14. There are records showing progress of individual students. na 1 2 3 4
15. Repetitive practice is carried on to develop a reasonable degree of skill and acceptable work habits. na 1 2 3 4
16. Projects, activities, or problems undertaken reflect the basic principles needed in the occupational area. na 1 2 3 4
17. Provisions are made for individual differences. na 1 2 3 4
18. Students have an opportunity to participate in the general school student activities program. na 1 2 3 4
19. Students with trade and technical aptitude have counseling available about the possibilities of continuing in advanced trade, technical, and industrial education courses in high school. na 1 2 3 4
20. Students with trade and technical aptitude have counseling available about the possibilities of continuing postsecondary trade, technical, and industrial education study. na 1 2 3 4
21. na 1 2 3 4

Evaluations

a) *How adequate is the planning and preparation for instruction?* na 1 2 3 4

b) *How well are instructional activities adapted to individual differences of students with special needs?* na 1 2 3 4

c) *To what extent do the instructional activities approximate desirable conditions existing in industry?* na 1 2 3 4

d) *How satisfactory is the instruction?* na 1 2 3 4

Comments

C. INSTRUCTIONAL MATERIALS

Checklist

1. The following instructional materials are up to date and easily available to teachers and students (check if available): na 1 2 3 4
   - _____A variety of textbooks and reference materials.
   - _____Trade, technical, and engineering journals and industrial pamphlets.
   - _____Occupational brochures.
   - _____Plans, blueprints, drawings, specifications, and instruction sheets of the type used in industry.
   - _____Typical samples of completed projects.
   - _____Models, mock-ups, simulators, films, slides, and other visual aids.
   - _____Copies of state and Federal bulletins and brochures regarding trade, technical, and industrial education.
   - _____Programed instructional materials.
   - _____Educational television.
2. na 1 2 3 4

Evaluations

a) *How adequate is the* variety *of instructional materials?* . . . . na 1 2 3 4

b) *How adequate is the* quality *of instructional materials?* . . . . na 1 2 3 4

Comments

D. METHODS OF EVALUATION

Checklist

1. Appropriate measures (tests, records, recommendations, reports, and instructor interviews) are used in selecting students for trade, technical, and industrial education. . . . . na 1 2 3 4
2. Evaluation is an integral part of instruction. . . . . na 1 2 3 4
3. Objective techniques are used to evaluate work of students. . . . . . . na 1 2 3 4
4. The interpretation of test results is used in adapting and planning instruction. . na 1 2 3 4
5. Students participate in self-evaluations and course evaluation. . . . . . na 1 2 3 4
6. Student aptitudes and abilities are considered in evaluations. . . . . . na 1 2 3 4
7. Critical comparisons are made between the quality of work of the school shops and that of industry. . . . . na 1 2 3 4
8. Individual student progress is recorded and used for guidance and placement purposes. . . . . na 1 2 3 4
9. Follow-up data are used in revising the program. . . . . na 1 2 3 4
10. Records of follow-up data concerning both graduates and dropouts are available. . . . . na 1 2 3 4
11. Both teachers and students recognize that tests should be used to reveal strengths and to point out areas for improvements in teaching and learning. na 1 2 3 4
12. Advisory committees have a part in the evaluation of the total program. . na 1 2 3 4
13. na 1 2 3 4

D. METHODS OF EVALUATION—Continued

Evaluations

a) *How satisfactory is the selection of students for the program?* . . . . na 1 2 3 4

b) *To what extent do teachers use evaluations and standardized achievement test results in analyzing the effectiveness of their teaching?* . . . . na 1 2 3 4

c) *To what extent do evaluation procedures identify students of exceptional promise?* . . . . . . na 1 2 3 4

d) *To what extent do evaluation procedures identify students with special needs?* . . . . na 1 2 3 4

e) *To what extent do evaluation procedures identify students who need a change of occupational objective?* . . . . na 1 2 3 4

Comments

V. OUTCOMES

Evaluations

a) *To what degree are students developing knowledge and skill commensurate with their employment objectives?* . . . . na 1 2 3 4

b) *To what extent do follow-up surveys of graduates reveal successful employment in jobs for which students were prepared?* . . . . na 1 2 3 4

c) *To what degree do students show an appreciation of good workmanship?* . . . . na 1 2 3 4

d) *To what extent are students aware of local, regional, and national employment conditions and opportunities?* . . . . na 1 2 3 4

e) *How proficient are students in the use and care of machines and equipment?* . . . . na 1 2 3 4

f) *To what degree are students developing desirable work habits, attitudes, and understanding concerning employer-employee and fellow worker relations?* . . . . na 1 2 3 4

g) *How proficient are students in the use and care of tools and supplies?* . . . . na 1 2 3 4

h) *To what extent are students observing principles of safety and fire prevention?* . . . . na 1 2 3 4

Supplementary Data

1. Describe any important changes or innovations which have been made during the past two years.

VI. SPECIAL CHARACTERISTICS OF THE TRADE, TECHNICAL, AND INDUSTRIAL EDUCATION PROGRAM

1. In what respects is the trade, technical, and industrial education program most satisfactory and commendable?

2. In what respects is the trade, technical, and industrial education program most in need of improvement?

3. Recommend, in order of priority, steps for improvement of weaknesses in the trade, technical, and industrial education program.

VII. GENERAL EVALUATION OF INSTRUCTION IN TRADE, TECHNICAL, AND INDUSTRIAL EDUCATION

Evaluations

a) *To what extent does the instruction in trade, technical, and industrial education meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent is the instruction in trade, technical, and industrial education consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in trade, technical, and industrial education and seeking their solution?* . . . . na 1 2 3 4

Student Activities Program

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance,
rejection, or modification. Please feel free to make changes.

The school provides educational experiences of several types. Though the classroom instructional program is the dominant means of attaining a school's objectives, they cannot be met solely through the formal courses of study. The student activities program is generally the major means of fulfilling those objectives that are not adequately served by regular classroom instruction. Typically, student activities are characterized by extensive student participation in both planning and carrying-out of these activities.

Experiences in the student activities program are designed to help meet the leisure, recreational, social, and emotional interests and needs of all students. These experiences also provide opportunities for self-directed specialization in areas of the curriculum of particular interest to individual students.

The student activities program is planned to develop desirable social attitudes in situations providing opportunity for individual, small-group, and entire school participation. It provides ample opportunity for development of understanding and cooperation among social and ethnic groups within the student body. The activities are conducted under conditions that increase the likelihood of carry-over to out-of-school life. Under competent guidance, students share responsibility for selecting, organizing, and evaluating the activities and outcomes. In all activities, the development of democratic leadership and cooperative attitudes is a major objective. Extensive opportunities are provided for this development. Policies have been formulated to avoid overemphasis on contests and the exploitation of students for the benefit of the school or community.

NOTE: *Before proceeding with work of this section,* prepare and attach as part of the section a list of the major goals of the student activities program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4	Excellent
3	Good
2	Fair
1	Poor or missing
na	Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. GENERAL NATURE AND ORGANIZATION

A. GENERAL NATURE OF THE PROGRAM

Checklist

The student activities program:

1. Is integrated with and supplementary to the program of studies. . . . . . na 1 2 3 4
2. Provides opportunities for leadership and for experiences in cooperation. . na 1 2 3 4
3. Gives students opportunities to exercise initiative and to assume responsibilities. na 1 2 3 4
4. Provides opportunities to coordinate some activities of the home, school, and community. . . . . na 1 2 3 4
5. Provides opportunities for students to assist in resolving school issues and problems. . . . . na 1 2 3 4
6. Seeks to develop desirable attitudes, ideals, and appreciation essential for the age in which we live. . . . . na 1 2 3 4
7. Fosters the development and perpetuation of desirable school traditions, such as standards of conduct, school festivals, and historical observances. . . na 1 2 3 4
8. Seeks to make every student and teacher feel accepted in the total life of the school. . . . . na 1 2 3 4
9. Seeks to make each member feel a sense of loyalty and responsibility to the school. . . . . na 1 2 3 4
10. Provides membership opportunities to all students on a democratic basis and helps to prevent the development of clannish tendencies and cliques. . . . na 1 2 3 4
11. Receives active cooperation and support from members of the school staff. . . na 1 2 3 4
12. Receives cooperation and support from parents and other members of the community. . . . . na 1 2 3 4
13. Provides activities for the variety of interests and needs of individual students. na 1 2 3 4
14. Provides for activities to be organized, changed, or discontinued as student interests and needs change. . . . . na 1 2 3 4
15. Provides orientation for students new to the program. . . . . na 1 2 3 4
16. Avoids the exploitation of students. . na 1 2 3 4
17. Is geared to the general economic levels of the school population. . . . . . na 1 2 3 4
18. na 1 2 3 4

Supplementary Data

1. Describe membership and activities of any adult community groups which are associated with any part of the student activities program.

Evaluations

a) *How well does the student activities program complement and enrich classroom activities?* . . . . na 1 2 3 4

b) *To what extent is the student activities program based on study and analyses of student interests and needs?* . . . . na 1 2 3 4

c) *To what extent have policies been established to serve as guidelines and safeguards for the activities program?* . . . . na 1 2 3 4

Comments

B. GENERAL ORGANIZATION OF THE PROGRAM

Checklist

1. The general objectives of the student activities program are based on the interests and needs of students and are formulated through the involvement of faculty and student representatives under the leadership of the administration. na 1 2 3 4
2. The total activities program is coordinated through an activities director and an advisory coordinating council responsible to the administration. na 1 2 3 4
3. A regular time and a place for meeting are available for each organization. na 1 2 3 4
4. A calendar of activities is prominently displayed or otherwise available to students and faculty. na 1 2 3 4
5. Each activity has at least one faculty sponsor who has ability and interest in that activity. na 1 2 3 4
6. Faculty sponsors provide guidance and supervision for students participating in the activities. na 1 2 3 4
7. Students are assisted through counseling and other student services in determining the extent of their participation in the activity program. na 1 2 3 4
8. Provision is made to prevent monopoly of leadership opportunities by a small proportion of students. na 1 2 3 4
9. Students are encouraged, under proper guidance, to practice democratic principles in planning and managing activities. na 1 2 3 4
10. Attention is given to training student leaders in the performance of the offices to which they are elected. na 1 2 3 4
11. Students participate in the evaluation of the activities. na 1 2 3 4
12. Each student's participation in the activities program is recorded on his permanent record. na 1 2 3 4
13. Records of activity meetings and programs are kept. na 1 2 3 4
14. Records are maintained of evaluations and are used for improvement of the activities. na 1 2 3 4
15. The administration and the students agree on what should be appropriate qualifications for holding an office. na 1 2 3 4
16. Students are encouraged to elect as officers and representatives those who best meet the standards for holding office. na 1 2 3 4
17. na 1 2 3 4

Supplementary Data

1. Describe the school's plan for preparing student leaders for the responsibilities of the offices to which they are elected, including understanding the elements of parliamentary procedure.

2. Describe eligibility regulations for participation in activities and for holding office.

3. Attach copies of the constitutions and bylaws of general organizations and any sets of rules that are in force.

Evaluations

a) *To what extent does the faculty provide cooperative guidance and supervision of the activities?* na 1 2 3 4

b) *To what extent does the student activities program provide opportunities for students to help in the management of activities?* na 1 2 3 4

c) *To what extent does the school assume responsibility for encouraging or limiting individual student participation in activities?* na 1 2 3 4

d) *To what extent do students show understanding of the principles and objectives of the activities program?* na 1 2 3 4

Comments

II. STUDENT PARTICIPATION IN SCHOOL GOVERNMENT

Checklist

The student council (or similar body):

1. Provides opportunity for all students to participate in a representative, democratically functioning form of government. na 1 2 3 4
2. Functions within limits clearly defined by constitution and bylaws and with authority delegated by the administration. na 1 2 3 4
3. Is provided with faculty sponsorship and guidance to accomplish its clearly defined functions. na 1 2 3 4
4. Is participated in by *students* who assume their responsibilities for the proper functioning of the organization. na 1 2 3 4
5. Is participated in by *faculty members* who assume their responsibilities for the proper functioning of the organization. na 1 2 3 4
6. Is assisted by *administrators* who assume their responsibilities for the proper functioning of the organization. na 1 2 3 4
7. Provides opportunity for any student who possesses the qualifications stated in the constitution and bylaws to be nominated and elected to office. na 1 2 3 4
8. Has officers who are elected by all students or their representatives. na 1 2 3 4
9. Has elections that are supervised in accordance with the constitution and bylaws. na 1 2 3 4
10. Assists the faculty and administration in developing school policies pertaining to student behavior and dress. na 1 2 3 4
11. Demonstrates a concern for the protection and care of property. na 1 2 3 4
12. Encourages broad student participation in other student organizations and activities. na 1 2 3 4
13. Uses all the communication media available in and to the school. na 1 2 3 4
14. Has a part in the awarding of nonacademic honors. na 1 2 3 4
15. Assumes responsibility for the introduction of new students to school life and activities. na 1 2 3 4
16. Assumes some responsibility for the operation of the intramural program. na 1 2 3 4
17. Takes an active part in all school activities. na 1 2 3 4
18. Conducts its meetings at an appropriate time and with any necessary arrangements so that all elected representatives can be present. na 1 2 3 4
19. Promotes wholesome interschool relations. na 1 2 3 4
20. Promotes student morale, school spirit, and general welfare of the student body. na 1 2 3 4
21. Serves as the official body for the expression of student opinion. na 1 2 3 4
22. Participates in district, state, and national student council organizations. na 1 2 3 4
23. Encourages student participation in community activities. na 1 2 3 4
24. Assumes responsibility for some of the school social activities in cooperation with the faculty and administration. na 1 2 3 4
25. na 1 2 3 4

Supplementary Data

1. Give examples of student council participation in critical or important situations or issues during the past two years.

2. Describe how the school processes and implements student requests for changes or improvements of the school.

3. Describe the concept the students have of their school.

Evaluations

a) How adequate are provisions for student participation in school government? na 1 2 3 4

b) To what extent do students show an understanding of the objectives and functions of student government and its relationship to the administration? na 1 2 3 4

c) How well do students show understanding and acceptance of their responsibilities in the school? na 1 2 3 4

d) To what extent can the student council be considered a functioning example of a democratic group? na 1 2 3 4

Comments

III. THE SCHOOL ASSEMBLY

Checklist

1. A school assembly committee is in charge of the school assembly program. na 1 2 3 4
2. Both faculty and students are represented on the assembly committee. na 1 2 3 4
3. A faculty member is responsible for the coordination of assembly programs to ensure continuity, appropriateness, and quality. na 1 2 3 4
4. Assembly programs are planned to meet a wide variety of needs and interests. na 1 2 3 4
5. School assembly programs are in large part presented by students and by student organizations. na 1 2 3 4
6. Students are provided opportunities to preside at assembly programs. na 1 2 3 4
7. Courteous audience habits characterize student behavior in assemblies. na 1 2 3 4
8. Records are kept of assembly programs. na 1 2 3 4
9. Care is taken that *all* programs are appropriately rehearsed. na 1 2 3 4
10. The assembly programs include such activities as the following (place a check in front of those activities that are used): na 1 2 3 4
    _____Lectures on various subjects by qualified speakers.
    _____Musical and dramatic programs emphasizing student participation.
    _____Programs by special performers or artists.
    _____Motion pictures.
    _____Debates, panel discussions, and forums.
    _____Formal ceremonies for such purposes as patriotic commemorations and recognition of student achievement.
    _____Student council activities.
    _____Student demonstrations and exhibits.
    _____Rallies and "pep" meetings.
    _____Discussion of school and community policies and problems, including law enforcement, vandalism, accidents, and fires.
11. na 1 2 3 4

Supplementary Data

1. Number of school assemblies per year: _______

2. Length of assembly period: _______

3. State briefly the subject matter of your last four assemblies or attach copies of the programs.

Evaluations

a) *To what extent do the students show an understanding of the objectives of the assembly program?* na 1 2 3 4
b) *How satisfactory are the assembly programs as educational experiences?* na 1 2 3 4
c) *How actively and extensively do students participate in the presentation of assembly programs?* na 1 2 3 4
d) *To what extent do the last four programs indicate the quality of assemblies?* na 1 2 3 4

Comments

IV. WORSHIP AND SERVICE ACTIVITIES

This area is included here especially for those schools that are church-related or have specific religious objectives.

Checklist

1. Corporate worship is planned and individual worship is encouraged. na 1 2 3 4
2. Students and teachers have roles in worship services. na 1 2 3 4
3. Music is incorporated into worship. na 1 2 3 4
4. Students are excused from participating in worship at the request of their parents. na 1 2 3 4
5. A school service committee organizes activities appropriate to community needs, such as volunteer work in hospitals, settlement house work, and weekend work camps. na 1 2 3 4
6. Students are trained to give time and money wisely and generously. na 1 2 3 4
7. A voluntary religious organization gives interested students guided opportunity for worship, witness, service, study, and discussion. na 1 2 3 4
8. Students take part in interschool religious conferences and retreats. na 1 2 3 4
9. Visits to local churches and institutions stimulate student interest in religious affairs. na 1 2 3 4
10. Acts of devotion, such as class prayers, grace at common meals, First Friday devotions, recognition of the mezuzah, and reading of Scriptures in homeroom or assembly, reflect the religious position of the school. na 1 2 3 4
11. The community gives enthusiastic support and approval for the worship and service activities. na 1 2 3 4
12. na 1 2 3 4

Supplementary Data

1. State the frequency and kind of worship services and the usual number in attendance.

2. List religious and service organizations and the number of active members in each, and describe the nature of the activities.

Evaluations

a) *How adequate are the planning for and the integration of religious activities?* na 1 2 3 4

b) *How wide is student participation in voluntary service activities?* na 1 2 3 4

Comments

V. SCHOOL PUBLICATIONS

Checklist

1. All work incident to the publications activities of students is supervised by faculty sponsors. na 1 2 3 4
2. Attention is given to developing a sense of responsibility on the part of students for the content and presentation of publications. na 1 2 3 4
3. Untrue or offensive statements are avoided in all publications. na 1 2 3 4
4. Publications encourage self-expression and creative work on the part of students. na 1 2 3 4
5. Publications activities are integrated with work in appropriate curricular areas. na 1 2 3 4
6. Publications report outstanding student achievements. na 1 2 3 4
7. Publications aid in coordinating the various aspects of the student activities program. na 1 2 3 4
8. Publication staff members are selected after careful consideration of such factors as ability, interests, and desirable attitudes. na 1 2 3 4
9. Publication staffs are organized for efficient work. na 1 2 3 4
10. Publications activities are sufficiently diversified to enlist the participation of interested students. na 1 2 3 4
11. Publications assist in providing cooperative relationships with other schools. na 1 2 3 4
12. Publications assist in the development of desirable home and school relations. na 1 2 3 4
13. Publications assist in the development of desirable school-community relations. na 1 2 3 4
14. Publications have a wide circulation in the school. na 1 2 3 4
15. Publications have a wide circulation in the community. na 1 2 3 4
16. Emphasis is on inexpensive publications. na 1 2 3 4
17. A suitable place is provided for students to work on publications. na 1 2 3 4
18. Provision is made for students to work on publications during school time. na 1 2 3 4
19. Cooperation is maintained with various interscholastic associations concerned with problems of publications, such as editing, art work, and business management. na 1 2 3 4
20. Publications interpret the total school program. na 1 2 3 4
21. Publications offer an opportunity for students to develop better understanding of current critical issues. na 1 2 3 4
22. na 1 2 3 4

Supplementary Data

1. List publications, indicating general purpose of each and number of students engaged in preparing and issuing each. (Use separate sheet if necessary.)

2. Explain the part played by publications during the past two years in alerting students and school officials to issues of concern to the school community.

3. Submit three successive issues of each publication.

Evaluations

a) How adequate is the number of school publications? na 1 2 3 4
b) How adequate is the frequency of issuance of publications? na 1 2 3 4
c) How extensively do students participate in the planning and preparation of each publication? na 1 2 3 4
d) To what extent do the three successive issues indicate the quality of the publications? na 1 2 3 4

Comments

VI. MUSIC ACTIVITIES

Additional criteria applicable to music activities are to be found in Section 4-12, "Music." If the extraclass music activities are distinctly separate from the music offering in the program of studies, it is advisable to adjust features in Section 4-12 to the individual school's organization of its music activities.

Checklist

1. A variety of extraclass music activities are available to students. . . . . . na 1 2 3 4
2. Extraclass music activities make provision for different ability levels. . . . na 1 2 3 4
3. The scheduling of extraclass music activities is coordinated with that of other out-of-school interests of students. . . na 1 2 3 4
4. Counseling is provided to assist students in the selection and extent of participation in the extraclass music activities. na 1 2 3 4
5. Overemphasis upon competitive music activities is avoided. . . . . na 1 2 3 4
6. Nonparticipants as well as participants indicate interest in and appreciation of the music activities presented to the entire school. . . . . na 1 2 3 4
7. na 1 2 3 4

Supplementary Data

1. List the music organizations and number of members in each. (Use separate sheet if necessary.)

2. Describe the development of any new music groups or activities during the last two years.

3. Give the percent of the school's students participating in one or more music organizations. . . . . __________

Evaluations

a) *How varied are the voluntary music activities?* . . . . na 1 2 3 4

b) *How extensively do students participate in the voluntary music activities?* . . . . na 1 2 3 4

c) *How great is the interest and enthusiasm of all students for music activities?* . . . . na 1 2 3 4

Comments

VII. DRAMATICS AND SPEECH ACTIVITIES

See Section 4-6, "English."

Checklist

1. Opportunity is provided for students to write and produce their own dramatic productions. . . . . na 1 2 3 4
2. Dramatic activities provide opportunities for practice in a variety of stagecraft activities. . . . . na 1 2 3 4
3. Student dramatic activities are presented to the community. . . . . na 1 2 3 4
4. Students are encouraged to participate in and attend community dramatic activities. . . . . na 1 2 3 4
5. Provision is made for participation in formal debates and radio and TV programs. . . . . na 1 2 3 4
6. Provision is made for student participation in informal and extemporaneous speech activities. . . . . na 1 2 3 4
7. Students markedly lacking in ability or confidence to express themselves are provided speech activities to meet their particular needs. . . . . na 1 2 3 4
8. Dramatic and speech activities provide for participation by many students as well as the more talented. . . . . na 1 2 3 4
9. The dramatic and speech activities are coordinated with curricular experiences in English. . . . . na 1 2 3 4
10. Equipment (including public address facilities) and materials are provided for dramatic and speech activities. . . na 1 2 3 4
11. Financial returns from dramatic activities are subordinate to the educational values. . . . . na 1 2 3 4
12. Standards of eligibility have been adopted for participation in interscholastic and public dramatic and speech activities. . . . . na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. List the dramatic and speech organizations and number of members in each. (Use a separate sheet if necessary.)

2. Describe any new ventures in this area during the past two years.

3. Give the percent of the school's students participating in one or more dramatic or speech activities. . . ________
4. Submit copies of programs of dramatic and speech activities conducted during the past year.
5. Describe procedures for tryouts for parts in plays, speech activities, and contests.

Evaluations

a) *How adequate are the dramatic activities?* . . . . na 1 2 3 4
b) *How adequate are the speech activities?* . . . . na 1 2 3 4
c) *How satisfactory is the quality of materials selected for dramatic and speech activities?* . . . . na 1 2 3 4
d) *To what extent has the school adopted policies to guide interscholastic dramatic and speech activities and to keep them in proper perspective?* . . . . na 1 2 3 4

Comments

VIII. SOCIAL LIFE AND ACTIVITIES

Checklist

1. Space is available for informal or small-group social activities. . . . . . na 1 2 3 4
2. Space is available for such activities as school dances, banquets, and sports rallies. . . . . na 1 2 3 4
3. The general aims of the social program are carefully planned in accordance with the school's concept of its obligation in this area. . . . . na 1 2 3 4
4. Students and faculty cooperate in planning the social program. . . . . . na 1 2 3 4
5. The over-all social program encourages participation of all students. . . . na 1 2 3 4
6. Informal games and recreation are included in the social program. . . . na 1 2 3 4
7. Social affairs appropriate to the type of school are a definite part of school life. . na 1 2 3 4
8. Students are instructed regarding appropriate dress and conduct at various social activities. . . . . na 1 2 3 4
9. Instruction in social dancing is provided when conditions warrant it. . . . . na 1 2 3 4
10. Opportunity is provided for desirable association of the two sexes. . . . na 1 2 3 4
11. Attention is given to the development of social etiquette and desirable social interests and attitudes. . . . . . . na 1 2 3 4
12. Fraternities, sororities, or similar exclusive organizations are forbidden to have any activities under school sponsorship. . . . . na 1 2 3 4
13. Membership in a fraternity or sorority bars the individual from holding any elective school office. . . . . na 1 2 3 4
14. All school social activities are supervised by teachers or by parents and teachers jointly. . . . . na 1 2 3 4
15. A variety of activities is provided to meet the needs of all students. . . . na 1 2 3 4
16. na 1 2 3 4

Supplementary Data

1. List the annual social activities sponsored by the school.

2. Describe any innovations in this area during the past two years.

Evaluations

a) *To what extent do students participate in planning the social activities?* . . . . na 1 2 3 4

b) *How extensively do students participate in such activities?* . . . . na 1 2 3 4

c) *How adequate are the provisions to assist students who have particular need for participation in wholesome social activities?* . . . . na 1 2 3 4

d) *How well do students conduct themselves at social functions?* . . . . na 1 2 3 4

Comments

IX. PHYSICAL ACTIVITIES

See Section 4-13, "Physical Education."

Include here only those physical activities in which students engage on an extraclass basis (physical education as required for graduation is part of the regular physical education program). If the program is distinctly different for boys and girls, a second copy of this section should be used.

Checklist

1. Activities are selected according to their contribution to student needs and interests. . . . . na 1 2 3 4
2. Activities are conducted with due consideration for student needs and interests. . . . . na 1 2 3 4
3. Opportunities are provided for *all* students to participate in the physical activities program. . . . . na 1 2 3 4
4. A variety of sports and games are included in the interscholastic physical education program. . . . . . . na 1 2 3 4
5. A variety of sports and games are included in the intramural physical education program. . . . . na 1 2 3 4
6. Games, sports, and activities that have value for leisure time are included. . . na 1 2 3 4
7. The community is informed regarding the aims and values of the physical activities program. . . . . na 1 2 3 4
8. The community cooperates with the school to achieve the aims and purposes of the physical activities program. . . na 1 2 3 4
9. Students share responsibility in the administration and control of the physical activities program. . . . . . . na 1 2 3 4
10. The state's minimum eligibility standards for interscholastic activities are subscribed to and enforced. . . . . na 1 2 3 4
11. All students thoroughly understand the concept of eligibility and the standards they must meet to participate in interscholastic competition. . . . . . na 1 2 3 4
12. Students and community respect opponents and officials and exhibit friendly, sportsmanlike attitudes toward visiting teams and officials. . . . . na 1 2 3 4
13. Provision is made for teams of varying abilities, sizes, or weights. . . . . na 1 2 3 4
14. Provision is made for activities involving individual performance. . . . . na 1 2 3 4
15. The physical education program, including interscholastic athletics, is under the direction of a professionally trained specialist in physical education. . . . na 1 2 3 4
16. Students engaging in physical activities are required to present a physician's certificate with recommendations for participation. . . . . na 1 2 3 4
17. Parental permission is required for participants in strenuous competitive sports. . . . . na 1 2 3 4
18. Students engaging in strenuous sports or competitive activities are provided with proper equipment. . . . . . na 1 2 3 4
19. All students engaging in strenuous sports or competitive activities are insured. . . . . na 1 2 3 4
20. Medical assistance is available immediately in case of accident or injury. . . na 1 2 3 4
21. Activities are conducted with primary attention to the educational, physical, and emotional welfare of the individuals. . . . . na 1 2 3 4
22. na 1 2 3 4

IX. PHYSICAL ACTIVITIES—Continued

Supplementary Data

1. Attach a list of the extraclass *intramural* physical activities and the number of participants in each.
2. Give the percent of students who are regularly participating in one or more *intramural* activities:
   BOYS ______ GIRLS ______
3. Attach a list of the *interscholastic* physical activities and the number of participants in each.
4. Give the percent of students who are regularly participating in one or more *interscholastic* activities:
   BOYS ______ GIRLS ______
5. Attach a list of local eligibility rules for *interscholastic* competition.
6. Attach a copy of the schedule of *interscholastic* activities.
7. Describe briefly the plan of *intramural* activities.
8. Attach a financial statement for last year's *interscholastic* activities showing a summary of all sources of income and all expenditures.
9. Describe the insurance plan or include samples of the types of policies students are offered and any other important features including new developments in this area during the last two years.

Evaluations

a) *How adequate are the provisions for the* interscholastic *physical activities?* . . . . na 1 2 3 4

b) *How adequate are the provisions for the* intramural *physical activities?* . . . . na 1 2 3 4

c) *How extensively do students participate in the extraclass physical activities?* . . . . na 1 2 3 4

d) *To what degree are the health and safety of participants in the physical activities protected?* . . . na 1 2 3 4

e) *In the conduct of the physical activities, to what extent is consideration given to the educational welfare of students?* . . . . na 1 2 3 4

f) *To what extent do students show an understanding of the philosophy and objectives of the school's physical activities program?* . . . . na 1 2 3 4

Comments

X. SCHOOL CLUBS

This section is designed to evaluate primarily those clubs and activities not already evaluated under previous sections. These might include such clubs as those concerned with photography, radio, art, hobbies, crafts, shop, costume design, stagecraft, hospitality, and similar activities.

Checklist

1. School clubs are organized or discontinued in response to student interest and need. na 1 2 3 4
2. Students are acquainted through all available means with the purposes and activities of each club. na 1 2 3 4
3. Membership in clubs is voluntary and is open to students who are qualified to participate. na 1 2 3 4
4. Faculty sponsorship and guidance are provided for all clubs. na 1 2 3 4
5. Clubs are so conducted as to assist in revealing additional interests and abilities of students. na 1 2 3 4
6. Club activities are related to curricular activities whenever desirable. na 1 2 3 4
7. School club activities are related to community club activities when appropriate. na 1 2 3 4
8. Provision is made for different levels of ability within the clubs. na 1 2 3 4
9. Clubs provide opportunity for students to develop hobby and leisure-time interests. na 1 2 3 4
10. Club activities are evaluated periodically by students and faculty. na 1 2 3 4
11. Clubs practice appropriate elements of parliamentary procedure. na 1 2 3 4
12. Provisions are made for proper financing of school clubs. na 1 2 3 4
13. Clubs are given an opportunity to publicize their activities. na 1 2 3 4
14. An annual directory of clubs, their officers, sponsors, and meeting times and places is available. na 1 2 3 4
15. na 1 2 3 4

Supplementary Data

1. List the clubs and number of active members in each. (Use a separate sheet if necessary.)

2. Describe important changes in club activities during the last two years.

3. Give the percent of students holding membership in one or more clubs. ______

Evaluations

a) *How adequate is the variety of club offerings to meet student needs and interests?* na 1 2 3 4

b) *How adequate is the quality of activities carried on by the clubs?* na 1 2 3 4

c) *How extensively do students participate in school clubs?* na 1 2 3 4

Comments

XI. FINANCES OF STUDENT ACTIVITIES

Checklist

1. An over-all plan for school control of the finances of *all* student activities is in effect and adhered to. na 1 2 3 4
2. The treasurer for student activities funds is a member of the school faculty. na 1 2 3 4
3. The treasurer is responsible for maintaining accounts showing the itemized day-by-day receipts and expenditures and the monthly bank balance. na 1 2 3 4
4. The treasurer for school activities funds is adequately bonded. na 1 2 3 4
5. Both students and teachers participate in the management of the student activities finances. na 1 2 3 4
6. Students consider the handling of student activities finances as valuable business experience. na 1 2 3 4
7. Officially approved forms and accounting procedures are used for the accounting of all funds. na 1 2 3 4
8. The expenditure of student activities funds provides for an equitable distribution of the funds among the various activities. na 1 2 3 4
9. Reports are made periodically to students of the financial status of each organization. na 1 2 3 4
10. Provisions are made for the auditing of all funds at the expiration of the term of office of each treasurer. na 1 2 3 4
11. Auditing reports are posted or published periodically. na 1 2 3 4
12. Printing of tickets is under the direction and control of the treasurer of the student activities funds or some other delegated authority. na 1 2 3 4
13. Means used to raise money through student activities are justifiable educationally. na 1 2 3 4
14. Numerous and unrelated drives for funds are avoided. na 1 2 3 4
15. Organization treasurers receive instructions about how to discharge their financial duties. na 1 2 3 4
16. Financial support for student activities is obtained from the following (check those which apply): na 1 2 3 4
    - _____Special student activity fees.
    - _____Funds from general taxation.
    - _____Admission charges for games or public performances.
    - _____Others (identify) ______________________________
17. na 1 2 3 4

Supplementary Data

1. Submit copies of all forms used in the organization, management, and supervision of student activities finances.
2. Give brief descriptions of the organization, management, and supervision of student activities finances. (Use a separate sheet if necessary. Indicate any recent changes or developments in this area.)

Evaluations

a) *How adequate is the organization for proper handling and accounting of student activities finances?* na 1 2 3 4

b) *How extensively do students participate in the handling of and accounting for activities finances?* na 1 2 3 4

c) *To what degree is student participation in the activities finances planned as a learning experience?* na 1 2 3 4

d) *To what degree are the methods used for raising funds characterized by educational values?* na 1 2 3 4

Comments

XII. SPECIAL CHARACTERISTICS OF THE STUDENT ACTIVITIES PROGRAM

1. In what respects is the student activities program most satisfactory and commendable?

2. In what respects is the student activities program most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of weaknesses in the student activities program.

XIII. GENERAL EVALUATION OF THE STUDENT ACTIVITIES PROGRAM

Evaluations

a) *To what extent does the student activities program meet the needs of students as indicated in Section 2, "School and Community"?*	na 1 2 3 4
b) *To what extent is the student activities program consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?*	na 1 2 3 4
c) *To what extent is the school identifying problems in the student activities program and seeking their solution?*	na 1 2 3 4

SECTION
6

Educational Media Services—Library and Audio-Visual

NAME OF SCHOOL ______________________________ **DATE** ______________

Self-evaluation by

______________ ______________ ______________
______________ ______________ ______________
______________ ______________ ______________

This evaluation includes:
____**Both library and audio-visual services**
____**Library, only**
____**Audio-visual services, only**

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The school's function is to provide the student with a variety of worthwhile ideas and experiences and to help him develop a desire for further exploration. These ideas and experiences may be transmitted directly by live communication or vicariously through recorded print, sound, or images. Since both means of contact are vital to the learning process, the teacher has always needed the support of materials and services to broaden and extend the range of learning. Librarians have long served this function by making printed materials available and encouraging their use. In recent years, mechanical and electronic advances have provided many new ways of storing and communicating ideas. Thus the library now has available many new materials and services to supplement its basic educational medium, the book.

The educational media program must remain an integral part of the school's overall educational activities. It must provide not only materials and services, but also assistance in their production, organization, and effective use. Therefore, certain terms employed throughout this section refer both to personnel of the library and to those dealing with audio-visual materials and services. Media generalists are staff members who have training in both audio-visual services and library science; media specialists belong in one of the following groups: library scientists, audio-visual personnel, programmers, archivists; subject specialists are college graduates who have subject majors; technicians can be repair and maintenance specialists, graphics producers, projectionists, photographers, electricians, computer programmers; and volunteers are student and adult helpers.

Because of the technical nature of many of the newer media, some schools have developed separate administrative organizations to provide audio-visual services to students and teachers. Others have developed an integrated administrative unit, called the "instructional materials center" or "educational media center," which furnishes those services usually associated with the library and, in addition, provides a wide variety of audio-visual and electronic services. The criteria that follow are intended for the evaluation of the entire range of educational media services, regardless of the degree to which their administration has been unified.

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION AND MANAGEMENT

A. FINANCIAL PROVISIONS

Checklist

1. The director of educational media services constructs a detailed budget after consulting faculty members. na 1 2 3 4
2. A sum of money is budgeted annually for the educational media program, and the directors of the respective services are informed of the amount available to them. na 1 2 3 4
3. Budget allotments may be spent as needed any time during the year. na 1 2 3 4
4. The school accounting system facilitates efficiency in the expenditure of budgeted funds by keeping accounts current to funds available, disbursements, encumbrances, balances, and income. na 1 2 3 4
5. The budget provides for (check those provided for): na 1 2 3 4
    - ___Purchase of books, periodicals, newspapers, and pamphlets.
    - ___Purchase of audio-visual materials.
    - ___Rental of materials
    - ___Purchase and maintenance of audio-visual equipment.
    - ___Care, repair, and binding of printed materials.
    - ___Purchase of professional literature, institutional memberships in professional organizations, and professional travel.
    - ___Purchase of supplies and equipment for producing educational materials.
6. na 1 2 3 4

Supplementary Data

1. Enter expenditures for the past two years and the budget for next year. (The data should indicate which figures are for this school and which are for the entire system. For example, the amount for library materials may be alloted to the school, while the amount for audio-visual materials may be the allotment for the system.)

	EXPENDITURES Year ______	EXPENDITURES Year ______	BUDGET Year ______
Purchase of materials:			
Library			
Books	$	$	$
Encyclopedias			
Periodicals			
Newspapers			
Pamphlets			
Audio-visual			
Motion pictures			
Filmstrips			
Recordings			
Expendable materials			
Repair, binding books			
Audio-visual materials			
Miscellaneous			
Rental and transportation of materials			
Purchase of equipment			
Repair of equipment			
Faculty-staff collection			
Institutional memberships			
Professional travel			
Total			

Evaluations

a) How adequate are funds for the purchase of printed materials? na 1 2 3 4

b) How adequate are funds for the purchase and production of audio-visual materials? na 1 2 3 4

c) How adequate are funds for the purchase and repair of equipment? na 1 2 3 4

d) To what extent do the budgetary procedures contribute to effective service? na 1 2 3 4

Comments

B. SELECTION OF MATERIALS AND EQUIPMENT FOR ACQUISITION

Checklist

1. A process of evaluation is applied to the selection of all materials. . . . . . . na 1 2 3 4
2. Equipment is selected on the basis of mechanical and performance specifications as determined by the staff. . . . na 1 2 3 4
3. A file of film and television study guides (teacher guides) is available for reference. . . . . na 1 2 3 4
4. The following factors receive consideration in the selection of educational media (place a check in front of those that receive consideration): . . . . na 1 2 3 4
   - ____Present and potential academic and recreational interests and needs of students.
   - ____Range of reading ability among students.
   - ____Range of other abilities among students.
   - ____Educational objectives of the overall curriculum.
   - ____The informational content of the curriculum.
   - ____Present inventory and distribution of materials.
   - ____Types and content of materials requested by individuals.
   - ____Data on circulation or the extent of use of materials of various types.
   - ____Need for basic selection tools and educational media bibliographies for specific subjects.
   - ____Quality of materials in terms of accuracy of content and approach.
   - ____Availability of materials and equipment from nonschool sources.
   - ____The instructional organization (such as teaching, independent study, language laboratories, and home use of audio-visual materials).
5. na 1 2 3 4

Supplementary Data

1. Describe the process of selection and evaluation of materials.

2. List the selection tools and resources.

3. Describe any cooperative activities engaged in by school and community agencies regarding educational media.

Evaluations

a) *How adequate is the process for the selection of educational materials and equipment in relation to the needs of the education program?* . . . . na 1 2 3 4

b) *How effectively are teachers involved in the selection of materials?* . . . . na 1 2 3 4

c) *How effectively are students involved in the selection of materials?* . . . . na 1 2 3 4

Comments

C. CLASSIFYING, CATALOGUING, AND PROCESSING OF MATERIALS AND EQUIPMENT

Checklist

1. All educational media—print and nonprint—of permanent value are inventoried, classified, and catalogued centrally, regardless of where they are housed. . . . . na 1 2 3 4
2. A card catalogue that includes all educational media is maintained. . . . . na 1 2 3 4
3. Information about the acquisition of materials is kept in an accession book or on the shelf-list card. . . . . . . na 1 2 3 4
4. All periodicals, pamphlets, and pictorial and like materials are organized for easy accessibility and effective use. . . . . na 1 2 3 4
5. An inventory of equipment, including location and maintenance record, is current. . . . . na 1 2 3 4
6. na 1 2 3 4

Evaluations

a) *How adequately are books organized for effective use?* . . . . na 1 2 3 4

b) *How adequately are periodicals, pamphlets, pictorial and like materials organized for effective use?* . na 1 2 3 4

c) *How adequately are audio-visual materials organized for effective use?* . . . . na 1 2 3 4

d) *How accurate and up to date are the card catalogue and shelf-list files?* . . . . na 1 2 3 4

e) *How current is the inventory of equipment?* . . . . na 1 2 3 4

Comments

D. ACCESSIBILITY OF EDUCATIONAL MEDIA

Checklist

1. Educational media are available to students and teachers whenever they are needed. . . . . na 1 2 3 4
2. A flexible and efficient loan system has been developed. . . . . na 1 2 3 4
3. Audio-visual equipment is available in sufficient quantity to avoid inconvenience and delay in its use. . . . . . . na 1 2 3 4
4. Audio-visual materials are available for group and individual use. . . . . na 1 2 3 4
5. na 1 2 3 4

Supplementary Data

1. Describe any special or new procedures for making educational media materials and equipment more accessible.

Evaluations

a) *How accessible are educational media?* . . . . na 1 2 3 4

Comments

E. CARE AND MAINTENANCE OF MATERIALS AND EQUIPMENT

Checklist

1. Books and other printed materials are properly shelved or filed. . . . . . . na 1 2 3 4
2. Books and other printed materials are repaired and rebound according to accepted library standards. . . . . . . na 1 2 3 4
3. Periodicals are reinforced or placed in protective covers. . . . . na 1 2 3 4
4. Audio-visual materials are regularly inspected and repaired. . . . . . . na 1 2 3 4
5. Records of the use of equipment and materials are maintained. . . . . na 1 2 3 4
6. Records are maintained on the repair of audio-visual materials and equipment. na 1 2 3 4
7. Equipment is appropriately marked. . na 1 2 3 4
8. Storage facilities are available to meet the particular conditions, such as those of temperature and humidity, required by certain audio-visual materials and equipment. . . . . na 1 2 3 4
9. Serial numbers of equipment are recorded on the inventory card. . . . na 1 2 3 4
10. There is a definite plan for replacement of worn-out and obsolete materials and equipment. . . . . na 1 2 3 4
11. na 1 2 3 4

Evaluations

a) *How adequate are provisions for care and maintenance of educational media?* . . . . na 1 2 3 4

b) *How effective is the replacement program of worn-out and obsolete materials and equipment?* . . . na 1 2 3 4

Comments

II. PHYSICAL FACILITIES

Checklist

1. The educational media center is located conveniently in relation to academic classrooms. . . . . na 1 2 3 4
2. The educational media center has easy access to the loading and delivery area. . na 1 2 3 4
3. The size of the center is adequate to provide good reading and study conditions. na 1 2 3 4
4. The educational media area is lighted, heated, and ventilated to meet acceptable standards for the various purposes served. . . . . na 1 2 3 4
5. The center is acoustically treated. . . na 1 2 3 4
6. The center has floor covering that is sound absorbent. . . . . na 1 2 3 4
7. The educational media center includes the following (check those available): . . na 1 2 3 4
   - ____One or more classrooms.
   - ____Browsing area for recreational reading.
   - ____Study area which includes individual carrels with capability of response systems.
   - ____Enclosed office or offices with adjacent lavatory facilities for personnel.
   - ____Easily supervised conference rooms.
   - ____Workroom.
   - ____Photographic darkroom.
   - ____Listening and viewing facilities.
   - ____Storage facilities for materials and supplies, audio-visual equipment, and such audio-visual materials as are not immediately needed by students and teachers.
   - ____Area for maintenance and repair of materials and equipment.
   - ____Adequate electric power and outlets.
   - ____Production facilities for audio and visual presentations, including graphics, television, and radio.
   - ____Provisions for the utilization of dial access, information storage and retrieval, and computer-assisted instruction.
   - ____Area for professional materials and their utilization by teachers.
   - ____Adjacent elevator or electric booklift.
8. na 1 2 3 4

Evaluations

a) *How adequate are the space provisions to meet needs?* . . . . na 1 2 3 4

b) *How satisfactory is the location of the center?* . . . . na 1 2 3 4

c) *How adequate are the provisions for workroom and storage space?* . . . . na 1 2 3 4

d) *How adequate are the facilities for use of library resources?* . . . . na 1 2 3 4

e) *How adequate are the facilities for use and production of audio-visual resources?* . . . . . na 1 2 3 4

f) *How adequate is the storage space for library materials?* . . . . na 1 2 3 4

g) *How adequate is the storage space for audio-visual materials and equipment?* . . . . na 1 2 3 4

h) *How adequate are provisions for expansion of space when needed?* . . . . na 1 2 3 4

Comments

III. FURNISHINGS AND EQUIPMENT

Checklist

1. The educational media center is provided with the following (check if available and evaluate as a total group): na 1 2 3 4
    ____Adjustable shelving.
    ____Periodical shelving.
    ____Newspaper shelving.
    ____Tables and chairs of suitable size and height.
    ____Dictionary stand or table.
    ____Atlas stand.
    ____Card catalogue cases.
    ____Vertical-file cabinets.
    ____Cabinets, cases, shelving, or racks for storage of materials, such as recordings, large posters, maps, prints, films, filmstrips, slides, tapes, realia, video tapes, and equipment.
    ____Bulletin boards and a display area.
    ____Display cases.
    ____Charging desk.
    ____Desks and chairs for staff.
    ____Stools (sitting and step).
    ____Typewriters.
    ____Book trucks for materials and equipment.
    ____Locker.
    ____Sinks with hot and cold running water.

The following audio-visual equipment is easily accessible. (Insert *number of items* in blanks only for that equipment which is available for the use of this school exclusively. Each grouping should be evaluated after the numbers have been filled in for the individual items.):

2. Projection Equipment na 1 2 3 4
    ____Motion picture projectors—16 mm.
    ____Motion picture projectors—8 mm.
    ____Sound filmstrip projectors.
    ____Filmstrip—2x2 slide projectors.
    ____Filmstrip—3¼x4 slide projectors.
    ____Slide viewers.
    ____Filmstrip viewers.
    ____Opaque projectors.
    ____Overhead projectors—classroom.
    ____Overhead projectors—auditorium.
    ____Wall screens.
    ____Tripod screens.
    ____Projection carts.
3. Audio Equipment na 1 2 3 4
    ____Radios AM-FM.
    ____Record players.
    ____Public address systems, portable.
    ____Recorders—tape.
4. Production Laboratory Equipment na 1 2 3 4
    ____Copying machines.
    ____Lettering equipment.
    ____Spirit duplicator.
    ____Drymount press.
    ____Primary typewriter.
    ____35-mm. camera and accessories.
    ____Copy camera and stand.
    ____Other cameras (identify).
    ____Paper cutter.
5. Television Equipment na 1 2 3 4
    ____Cameras.
    ____Video tape recorder.
    ____Monitors.
    ____Microphones and stands.
    ____Other (identify).
6. Maintenance Equipment na 1 2 3 4
    ____Film splicer.
    ____Film rewinder.
    ____Film inspector.
    ____Tape splicer.
7. Other Audio-Visual Equipment na 1 2 3 4
    ____Microfilm reader or reader-printer.
    ____Drapes or other facilities to darken classrooms.
8. Electronic Stations na 1 2 3 4
    ____Dial access.
    ____Listening and viewing.
    ____Listening only.
    ____Teaching machines.
    ____Computer terminals.
9. na 1 2 3 4

III. FURNISHINGS AND EQUIPMENT—Continued

Supplementary Data

1. Describe, in general terms, the adequacy and use of audio-visual equipment.

2. Describe unique installations not appearing in the checklist.

3. List additional equipment and services from the school system.

Evaluations

a) How adequately is the center furnished and equipped? . . . . na 1 2 3 4
b) How adequate is the audio-visual equipment? . . . . na 1 2 3 4
c) How good is the condition of audio-visual equipment? . . . . na 1 2 3 4
d) How adequate is production laboratory equipment? . . . . na 1 2 3 4
e) How adequately are materials and equipment maintained? . . . . na 1 2 3 4
f) How adequate is light control in classrooms? . . . . na 1 2 3 4

Comments

IV. MATERIALS

A. PRINTED MATERIALS

Checklist

1. Books (fill in the requested numerical data and evaluations):

Classifications*	Number of Different Titles	Number of Volumes	EVALUATIONS How adequate is each major classification in relation to need?
000 General works			na 1 2 3 4
100 Philosophy			na 1 2 3 4
200 Religion			na 1 2 3 4
300 Social sciences			na 1 2 3 4
400 Philology			na 1 2 3 4
500 Pure science			na 1 2 3 4
600 Useful arts			na 1 2 3 4
700 Fine arts, recreation			na 1 2 3 4
800 Literature			na 1 2 3 4
900 History			na 1 2 3 4
910 Travel			na 1 2 3 4
920 Biography			na 1 2 3 4
F Fiction			na 1 2 3 4
Professional collection			na 1 2 3 4
Total			x x x

*If a different classification system is used, make the necessary changes.

2. Periodicals and newspapers are provided which include general coverage of a variety of subjects pertinent to the educational program. . . . . na 1 2 3 4
3. General periodical and newspaper indexes such as *Readers' Guide* are available. . . . . na 1 2 3 4
4. Periodicals indexed in the *Guide* are kept for a period of three to five years and are accessible. . . . . . . na 1 2 3 4
5. Local and wider-coverage newspapers are provided which emphasize current news, ideas, and differing editorial points of view. . . . . . . na 1 2 3 4
6. Vertical-file materials provide for the various areas of the curriculum and guidance needs. . . . . na 1 2 3 4
7. The vertical-file materials reflect the local and world scene. . . . . . na 1 2 3 4
8. The vertical-file materials appeal to the interests and needs of the teachers and students. . . . . na 1 2 3 4
9. Vertical-file materials are readily accessible. . . . . na 1 2 3 4
10. Provision is made for keeping vertical-file material up to date. . . . . . na 1 2 3 4
11. na 1 2 3 4

A. PRINTED MATERIALS—Continued

Supplementary Data

1. How many books were added to the collection in the past year? . . . . ________
2. How many books were withdrawn from the collection in the past year? . . . . ________
3. Describe how paperbacks are acquired, processed, and used.

4. Attach a copy of the periodical subscription list.
5. Attach a copy of the newspaper subscription list.
6. List general periodical and newspaper indexes which are available.

7. List the titles of periodicals for which back files are maintained, and indicate the form in which they are kept.

Evaluations

a) *How adequate are the periodicals to meet student needs and interests?* . . . . na 1 2 3 4
b) *How adequate are the periodicals to meet faculty needs?* . . . . na 1 2 3 4
c) *How accessible are the files of back numbers of periodicals?* . . . . na 1 2 3 4
d) *How adequate are the newspapers to meet student and faculty needs?* . . . . na 1 2 3 4
e) *How adequate is the supply of vertical-file materials?* . . . . na 1 2 3 4
f) *To what degree are the vertical-file materials kept up to date?* . . . . na 1 2 3 4

Comments

B. AUDIO-VISUAL MATERIALS

Type of Material	Number of Titles in Permanent Possession of the School	Number of Titles Borrowed from School System Central Depository during the Most Recent Year	Number of Titles Rented or Borrowed from Outside Sources during the Most Recent Year
Motion pictures, 8 mm.			
Motion pictures, 16 mm.			
Film clips or cartridges, 8 mm.			
Filmstrips—silent, sound			
Slides—silent, sound (sets)			
Recordings, disc			
Recordings, tape			
Study prints			
Models			
Posters			
Transparencies and transparency masters			
Microfilms and microforms			
Charts			
Maps			
Globes			
Dioramas			
Others (list)			

Evaluations

a) *How satisfactory are the audio-visual resources?* . . . . **na 1 2 3 4**

Comments

C. PROGRAMED INSTRUCTION MATERIALS

Type of Material	Number of Titles in Permanent Possession of the School	Number of Titles Borrowed from School System Central Depository during the Most Recent Year	Number of Titles Rented or Borrowed from Outside Sources during the Most Recent Year
Textbooks			
With mechanical machines			
With electronic machines			

Evaluations

a) How adequate are the programed instructional materials? . . . . na 1 2 3 4

Comments

D. RADIO AND TELEVISION PROGRAMS

Type of Material	Number of Titles in Permanent Possession of the School	Number of Titles Borrowed from School System Central Depository during the Most Recent Year	Number of Titles Rented or Borrowed from Outside Sources during the Most Recent Year
Radio scripts			
Video tapes			
Kinescopes			
Recordings, tapes			
Recordings, discs			

Evaluations

a) How adequate are the radio and television materials? . . . . na 1 2 3 4

Comments

V. EDUCATIONAL MEDIA STAFF

See Section 10, "Individual Staff Member."

Checklist

1. A media generalist with special qualifications in library science and audio-visual education is charged with responsibility for services. na 1 2 3 4
2. A professional librarian is charged with the responsibility for school library services. na 1 2 3 4
3. A professional audio-visual coordinator is charged with responsibility for audio-visual services. na 1 2 3 4
4. Additional qualified personnel are provided as needed. na 1 2 3 4
5. Paraprofessional assistance is provided. na 1 2 3 4
6. Educational media personnel (librarians, audio-visual coordinator) have status consistent with school's organization for administration and faculty. na 1 2 3 4
7. The allotment of time is adequate for educational media personnel to carry on their specialized duties. na 1 2 3 4
8. The director of educational media services participates in policy-making decisions related to educational media. na 1 2 3 4
9. The school system's administrative organization and relationships are such that teachers and educational media personnel have a sense of administrative support. na 1 2 3 4
10. na 1 2 3 4

Supplementary Data

Indicate the number of staff or the hours per week as requested below:

1. Full-time media generalist. ________
2. Full-time equivalence of all professional librarians. ________
3. Full-time equivalence of all professional audio-visual personnel. ________
4. Total number of teacher hours per week by teachers who are assigned to educational media duty. ________
5. Full-time equivalence of paraprofessional assistants. ________
6. Number of assistants on a volunteer basis: (*a*) Student ____ (*b*) Adult ____ Total ________
7. Total number of hours per week provided by volunteers:
   Student assistants (*a*) Library ____ (*b*) Audio-visual____ Total ________
   Adult assistants (*a*) Library ____ (*b*) Audio-visual____ Total ________
8. Describe supervisory assistance given in educational media by state, county, district, or other agency.

Evaluations

a) How adequate is the number of personnel to meet needs? na 1 2 3 4

b) How adequate is the provision for paraprofessional assistance? na 1 2 3 4

c) How adequate is the preparation of the educational media staff? na 1 2 3 4

Comments

VI. SERVICES AND ACTIVITIES

Checklist

Members of the educational media materials staff:

1. Produce a written statement of policy concerning selection and use of educational media which involves the thinking of administrators, faculty, students, and board. na 1 2 3 4
2. Involve faculty and students in selection of materials. na 1 2 3 4
3. Organize all educational media for convenience, availability, and effective use. na 1 2 3 4
4. Keep chief school administrators informed of the needs of the program as well as of the services performed. na 1 2 3 4
5. Assure effective articulation and coordination of educational media services within the school system. na 1 2 3 4
6. With cooperation of teachers, keep collection functional by systematic weeding and maintenance. na 1 2 3 4
7. Take annual inventory of educational media, wherever located. na 1 2 3 4
8. Maintain a clearinghouse of up-to-date information concerning community resources for instructional purposes. na 1 2 3 4
9. Maintain communication with students, faculty, and community. na 1 2 3 4
10. Participate in the activities of professional organizations. na 1 2 3 4
11. Contribute to knowledge through research and publication in the educational media field. na 1 2 3 4
12. Coordinate procurement of educational media and equipment purchased by individual departments. na 1 2 3 4
13. Develop an in-service training program for teachers as well as orientation for new faculty. na 1 2 3 4
14. Maintain an active interest in current developments in educational media. na 1 2 3 4
15. Share with teachers the indexes and published bibliographies of educational media and assist teachers in selecting printed and audio-visual materials for classroom planning and use. na 1 2 3 4
16. Systematically inform teachers of new materials and equipment that have been acquired. na 1 2 3 4
17. Assist in planning for effective use of educational media and equipment. na 1 2 3 4
18. Systematically inform teachers of student interests and needs as observed in the use of educational media. na 1 2 3 4
19. Assist teachers in the development of resource lists of available materials in special areas. na 1 2 3 4
20. Cooperate with teachers in providing materials and preparing exhibits for bulletin boards and other displays. na 1 2 3 4
21. Provide professional assistance in the production of educational media. na 1 2 3 4
22. Order and schedule the use of rented or borrowed educational material. na 1 2 3 4
23. Train projectionists to operate audio-visual equipment. na 1 2 3 4
24. Provide educational media for reserve collections or subcenters. na 1 2 3 4
25. Provide instruction and encouragement in the use of computer-assisted instruction, dial access, and data storage and retrieval. na 1 2 3 4
26. Assist in the production of radio and television presentations. na 1 2 3 4
27. Cooperate with other members of the staff in acquainting students with the proper and effective use of educational media. na 1 2 3 4
28. Guide students in their selection and use of educational media in terms of their abilities and interests. na 1 2 3 4
29. Assist students to develop discrimination in reading, viewing, and listening. na 1 2 3 4
30. Assist special-interest groups to use resources of the educational media center in the promotion of their projects. na 1 2 3 4
31. Develop research and reference skills in students. na 1 2 3 4
32. Acquaint students with the use of a network of libraries and information centers. na 1 2 3 4
33. na 1 2 3 4

Supplementary Data

1. Describe ways in which the services are provided (including reports, utilization records, yearly acquisitions, and publicity releases).

Continued on next page

VI. SERVICES AND ACTIVITIES—Continued

Evaluations

a) How adequately do members of the educational media staff work with teachers in selecting materials? na 1 2 3 4

b) How adequately do members of the staff serve teachers and administrators in the effective use of media and equipment? . . . . na 1 2 3 4

c) How adequately do members of the staff keep teachers and administrators informed of the status of and the need for educational media services? . . . . na 1 2 3 4

d) How adequately do staff members help in the production of appropriate educational media? . . . na 1 2 3 4

e) How adequately do members of the staff help students make effective use of educational media? . . na 1 2 3 4

f) How effectively do students use the materials and facilities for leisure-time activities? . . . . . na 1 2 3 4

Comments

VII. SPECIAL CHARACTERISTICS OF EDUCATIONAL MEDIA SERVICES

1. In what respects are the educational media services most satisfactory and commendable?

2. In what respects are the educational media services most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the educational media services.

VIII. GENERAL EVALUATION OF EDUCATIONAL MEDIA SERVICES

Evaluations

a) To what extent do educational media services meet the needs of students as identified in Section 2, "School and Community"? . . . . na 1 2 3 4

b) To what extent are educational media services consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"? . . . . na 1 2 3 4

c) To what extent is the school identifying problems in educational media services and seeking their solution? . . . . na 1 2 3 4

SECTION

Guidance Services 7

NAME OF SCHOOL____ **DATE** ________________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

Guidance services constitute an integral part of the educational program. These services should be under the professional direction and coordination of qualified school counselors and the administrative leadership of the school's principal. These services seek to focus the educational processes on the individual student.

The guidance program seeks to assist all students to mature in self-understanding, self-responsibility, decision-making ability, development of values, and attainment of the attitudes and skills required for productive citizens in our society.

The program consists of specialized services, some of which are described in this set of checklists and evaluations. These services entail participation by all members of the school's staff. In addition, these services are an integral phase of the school system's program of student-personnel services. It is essential that the guidance program be coordinated with, and make full use of, the resources of the home and community.

NOTE: *Before proceeding with the work of this section,* prepare and attach as part of the section a list of the major goals of the guidance program that will aid in the achievement of the objectives of the school (as stated in Section 3, "Philosophy and Objectives").

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. ORGANIZATION

The school's guidance program functions within a context characterized by (*a*) clarity of purpose, (*b*) clearly defined leadership and organization, and (*c*) completeness of scope of service.

Checklist

1. The school guidance program consists of counseling services, informational services, student and community studies, placement services, and consultation services. . . . . na 1 2 3 4
2. The guidance services are provided for all students at all grade levels. . . na 1 2 3 4
3. Administrative, guidance, and instructional staff members regard guidance service as a cooperative undertaking in which each has well-defined responsibilities. . . . . na 1 2 3 4
4. The professional counselors and the school's administrators provide leadership in coordinating the school's guidance services for new students . . . na 1 2 3 4
5. Provision is made for the coordination of the school's guidance services with the services of other student personnel staff. . . . . na 1 2 3 4
6. Teachers and other instructional staff members are provided continuing opportunities to achieve an understanding of the guidance services, of their own functions in the guidance program, and of the functions of the school counselors. . na 1 2 3 4
7. A school guidance committee provides continuing evaluative and advisory assistance to the program . . . . . na 1 2 3 4

Guidance services, as an integral part of the educational program, seek to help all students to:

8. Mature in self-understanding, self-responsibility, and decision-making ability. . . . . na 1 2 3 4
9. Develop values and skills needed for effective and productive living in our society. . . . . na 1 2 3 4
10. Develop an understanding of the significance and relationship of education and productive work in our society. . . na 1 2 3 4
11. Develop a capacity to meet the need to adapt to changing education and work roles. . . . . na 1 2 3 4
12. Make wise vocational and educational choices. . . . . na 1 2 3 4

The administrators of the school and the school system support the guidance program:

13. By providing an adequate budget. . . na 1 2 3 4
14. By allocating to the guidance program a supporting staff that will promote optimum conduct of all the guidance services. . . . . na 1 2 3 4
15. By providing the physical facilities, supplies, and equipment needed for effective guidance services. . . . . na 1 2 3 4
16. By providing leadership in enlisting the support and cooperation of the local board of control, parents, community youth-serving agencies, business, industry, and government. . . . . . . na 1 2 3 4
17. na 1 2 3 4

Supplementary Data

1. Attach a sheet explaining the program and its organization.

Evaluations

a) *How adequate is the school's statement of guidance purposes, organization, and services?* . . . . na 1 2 3 4
b) *How effective is the leadership of the school's counselors in providing for and organizing the guidance program?* . . . . na 1 2 3 4
c) *How adequate are the plans for continuing development and improvement of the program?* . . . . na 1 2 3 4
d) *How effective are the guidance services in aiding students?* . . . . na 1 2 3 4

Comments

II. GUIDANCE STAFF

For specific data, see Section 10, "Individual Staff Member."

A. COUNSELORS; GUIDANCE SPECIALISTS

Checklist

1. The school allows sufficient time for counselors to carry on their professional responsibilities. . . . . na 1 2 3 4
2. The persons who are responsible for directing and coordinating the guidance services meet all academic, experience, and personal requirements for school counselors. . . . . na 1 2 3 4
3. Persons who have responsibility for directing and coordinating the guidance services have academic preparation in administration and supervision. . . na 1 2 3 4

Every school counselor:

4. Holds a master's degree with a major in counseling and guidance. . . . . na 1 2 3 4
5. Is fully certified by the state department of education. . . . . na 1 2 3 4
6. Has a background of successful teaching or work experience. . . . . . na 1 2 3 4
7. Demonstrates understanding of the school's philosophy of education. . . na 1 2 3 4
8. Maintains a commitment to improve personal capabilities and professional services through active participation in guidance associations. . . . . . na 1 2 3 4
9. Encourages students to assume responsibility for their own development. . . na 1 2 3 4
10. Helps students develop the ability to understand themselves. . . . . . na 1 2 3 4
11. Helps students formulate plans and decisions that will increase their learning opportunities. . . . . na 1 2 3 4
12. Helps students formulate plans and decisions with respect to postsecondary school education. . . . . na 1 2 3 4
13. Helps students formulate vocational plans and make appropriate vocational decisions. . . . . na 1 2 3 4
14. Seeks help from teachers when working with students in matters of classroom behavior. . . . . na 1 2 3 4
15. Seeks involvement of parents in developing an optimum home environment for students. . . . . na 1 2 3 4
16. Seeks involvement of nonschool personnel in creating a desirable out-of-school environment for students. . . . . na 1 2 3 4
17. Provides materials and consultative assistance to teachers. . . . . . . na 1 2 3 4
18. Works cooperatively with other student personnel specialists (speech therapists, nurses, psychologists, and the like) in the school. . . . . na 1 2 3 4
19. Identifies and uses resources outside the school. . . . . na 1 2 3 4
20. Performs roles outside guidance and instruction similar to those required of all other professional staff members, but to no greater extent than any other professional member of the school staff. . na 1 2 3 4
21. na 1 2 3 4

Supplementary Data

1. List below all persons specifically employed as counselors or as guidance specialists in this school. In doing so, list first the name of the person charged with responsibility for the professional direction and coordination of guidance services in this school.

	Name	*Assignment or Area of Responsibility*	*Proportion of Full Time Employed as a Counselor or Guidance Specialist*
a)			
b)			
c)			
d)			
e)			
f)			

A. COUNSELORS; GUIDANCE SPECIALISTS—Continued

2. Indicate the number of professional staff found in each of the following categories (do not count the same individual more than once in *a*, *b*, *c*, and *d* respectively):

a) Educational level:
Less than bachelor's degree ________
Bachelor's degree ________
Master's degree ________
Sixth-year program ________
Doctor's degree ________

b) Semester hours (approximate) of preparation in guidance:
0–11 ________
12–23 ________
24–48 ________
More than 48 ________

c) Years since last formal study in guidance:
0–3 ________
4–7 ________
8–12 ________
More than 12 ________

d) Previous experience in years:
0–2 ________
3–5 ________
6–15 ________
More than 15 ________

3. List areas of concentration in guidance of each staff member (attach sheets, if necessary).

Evaluations

a) *How adequate is the academic preparation of the school counselors?* . . . . na 1 2 3 4
b) *How adequate are the background experiences of the counselors?* . . . . na 1 2 3 4
c) *How satisfactory are the personal qualifications of the counselors?* . . . . na 1 2 3 4
d) *How adequate are the qualifications of the persons having responsibility for professional direction and coordination of the guidance program?* . . . . na 1 2 3 4
e) *How adequately are the roles of the school counselor being performed?* . . . . na 1 2 3 4

Comments

B. COUNSELOR-SUPPORT PERSONNEL

Clerical and paraprofessional aides should be employed to free the school counselors for their professional roles. The following criteria relate to the use of counselor-support personnel (both paid and nonpaid) in the school guidance program.

Checklist

Counselor-support personnel:

1. Are used to permit counselors to perform professional roles more efficiently. . . na 1 2 3 4
2. Work under the supervision of professional counselors. . . . . na 1 2 3 4
3. Have duties limited to those for which they have been specifically prepared. . na 1 2 3 4
4. Are not responsible for counseling. . . na 1 2 3 4
5. Have access only to nonconfidential data about students. . . . . na 1 2 3 4
6. Are given in-service training by professional counselors in the school. . . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) *To what extent are counselor-support personnel used?* . . . . na 1 2 3 4

b) *To what extent are counselor-support personnel assigned duties consistent with specific preparation they have received?* . . . . na 1 2 3 4

c) *How adequately are counselor-support personnel fulfilling their function?* . . . . na 1 2 3 4

d) *To what extent does use of support personnel free counselors for their professional work activities?* na 1 2 3 4

Comments

C. ROLES OF TEACHERS IN THE GUIDANCE PROGRAM

A program of guidance services cannot operate effectively without the active participation of classroom teachers. The following statements describe the classroom teacher's role in the guidance program.

Checklist

Classroom teachers:

1. Employ both formal and informal procedures established in the school for communication between individual teachers and counselors. . . . . na 1 2 3 4
2. Use cumulative record information to increase understanding of their students and the student body. . . . . . . na 1 2 3 4
3. Use information from the cumulative records in providing for individual differences among students in their classes. na 1 2 3 4
4. Contribute appropriate data to the cumulative guidance folder. . . . . . na 1 2 3 4
5. Assist counselors in their study of particular students. . . . . na 1 2 3 4
6. Serve as professional participants in case study conferences. . . na 1 2 3 4
7. Seek help from counselors in their study of and attempts to help students. . . na 1 2 3 4
8. Obtain educational and vocational guidance information from counselors for use in specific units and courses. . . na 1 2 3 4
9. Refer to the counselor students who are identified to be in need of special counseling assistance. . . . . na 1 2 3 4
10. Cooperate with counselors in planning and carrying out recommendations. . na 1 2 3 4
11. Attempt to help on the problems that students bring to them. . . . . . na 1 2 3 4
12. Participate in the formulation of basic policies for the school guidance program. . . . . na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. List ways in which the role of the teacher in the guidance program could be strengthened.

Evaluations

a) *To what extent do the teachers carry out teachers' roles in guidance?* . . . . na 1 2 3 4

b) *How effectively do teachers carry out their roles in the guidance program?* . . . . na 1 2 3 4

Comments

D. CONSULTATION AND REFERRAL RESOURCES

Guidance needs of students cannot be met completely through the cooperative efforts of counselors, teachers, and school administrators. In addition, student personnel specialists (such as school health personnel), psychologists, social workers, welfare agencies, juvenile courts, psychiatrists, clergymen, and personnel counselors should be used as student needs dictate.

Checklist

Other student personnel specialists in the school

1. Referrals by counselors to other student personnel workers are made as needed. . na 1 2 3 4
2. Reports are routinely interchanged among school counselors and other student personnel specialists. . . . . na 1 2 3 4
3. Written policies state procedures and responsibilities for referral. . . . . . . na 1 2 3 4

Professional counselors in nonschool settings

4. School records are made available to other professional counselors after permission has been granted by the student and his parents. . . . . na 1 2 3 4
5. School data are released only to competent nonschool counselors. . . . . . na 1 2 3 4

Noncounselors outside the school setting

6. Counselors seek agencies and individuals to whom students may be referred for special help. . . . . na 1 2 3 4
7. Written school policies govern conditions and procedures for referring students. . na 1 2 3 4
8. Procedures have been established for the transmission of reports from nonschool agencies and individuals to whom students have been referred. . . . . . . na 1 2 3 4
9. na 1 2 3 4

Evaluations

a) *How adequate are the referral resources available to the school counselors?* . . . . na 1 2 3 4

b) *To what extent do school counselors use referral resources?* . . . . na 1 2 3 4

c) *How effectively do counselors make referrals of students?* . . . . na 1 2 3 4

d) *To what extent do school counselors serve as referral sources for other student personnel specialists and for persons from outside the school?* . . . . na 1 2 3 4

Comments

III. GUIDANCE SERVICES

For purposes of organization and description, the guidance program is divided into sets of "services." These services must be well coordinated if the guidance program is to contribute effectively to the attainment of the school's objectives.

A. COUNSELING, SMALL-GROUP PROCESSES, AND CONSULTATIONS

Qualified counselors assist students in their planning, decision-making and personal development, individually through counseling, and collectively through small-group processes. To promote the effectiveness of their efforts, counselors consult with teachers, parents, and others significant in the lives of the students.

Checklist

Counseling and small-group processes:

1. Complement each other, neither displacing the other. . . . . na 1 2 3 4
2. Are differentiated from advisory, punitive, or other relationships based on threat. . . . . na 1 2 3 4
3. Assist students to become increasingly self-directive in planning, decision-making, and personal development. . . . na 1 2 3 4
4. Are concerned with all phases of student development as they relate to educational and vocational development, planning, and decision-making. . . . . na 1 2 3 4
5. Recognize the responsibility of students and their parents for making decisions and accepting the consequences of their decisions. . . . . na 1 2 3 4
6. Are available to students on several bases, such as personal request, counselor-initiated contacts, and referrals from teachers, parents, administrators, and community agencies. . . . . na 1 2 3 4
7. Are available to students on a continuing basis. . . . . na 1 2 3 4
8. Are available to students during the school day and at other designated times. na 1 2 3 4
9. Are scheduled and protected from encroachments by nonguidance functions. na 1 2 3 4
10. Are conducted by counselors who are professionally qualified and observe high ethical standards. . . . . . . na 1 2 3 4
11. Have facilities and equipment available that provide privacy for students as well as security for the counselor's memoranda about students. . . . . . na 1 2 3 4
12. Are explained periodically to students, teachers, administrators, and others. . na 1 2 3 4

Conferences:

13. With teachers, parents, and others are held to share information and gain mutual understanding about the students who will be enlisting their assistance. na 1 2 3 4
14. Are provided both school time and other designated periods of time. School time may be used for home visitations. . . na 1 2 3 4
15. Are provided with facilities that ensure privacy. . . . . na 1 2 3 4

16. na 1 2 3 4

Evaluations

a) *To what extent are counseling and small-group processes available to students when desired and needed?* na 1 2 3 4

b) *How effective are counseling and small-group processes in assisting students toward higher levels of educational and vocational development, including planning and decision-making abilities?* . . . na 1 2 3 4

c) *To what extent are students, parents, teachers, and administrators aware and supportive of counseling and small-group processes?* . . . . na 1 2 3 4

d) *To what extent are conferences initiated by counselors and sought by teachers, parents, and others?* . na 1 2 3 4

e) *How effective are conferences in enlisting the efforts of teachers, parents, and others in cooperative activities?* . . . . na 1 2 3 4

Comments

B. THE STUDY OF STUDENT DEVELOPMENT

Comprehensive information about students is essential to an effective guidance program. This information is most useful when it is developmental in nature, gathered cumulatively from preschool through postschool for each student. This information needs to be systematically recorded, effectively and ethically used, and, periodically, sifted and brought up to date.

Checklist

1. The sources of information are comprehensive and reliable (check those used): na 1 2 3 4
   - ____Records from schools previously attended, including elementary schools.
   - ____Appropriate tests of scholastic abilities, achievement, special aptitudes, and educational progress.
   - ____Inventories of educational-vocational interests and aspirations.
   - ____Interviews.
2. The physical status and special characteristics of each student are studied by means of periodic, professional physical examinations. . . . . na 1 2 3 4
3. Interviews by school counselors are used to verify and augment information gained by other means. . . . . . na 1 2 3 4
4. Appropriate information gained by teachers and other staff members is accumulated in the student's personnel folder. . . . . na 1 2 3 4
5. Information regarding each student's social adjustment, aspirations, and values is gathered and recorded by means that protect the student's right of privacy. . . . . na 1 2 3 4
6. The information for student personnel folders is carefully selected for its significance and recorded by professionally competent persons to ensure accuracy and confidentiality. . . . . . . na 1 2 3 4
7. Information about students is made available only to persons judged by the school's counselors and administrators to be entitled to the information and competent to use it properly. . . . . na 1 2 3 4
8. The information recorded provides a developmental view of students which can be interpreted to students, parents, and other persons who can use it constructively. . . . . na 1 2 3 4
9. Counselors furnish teachers with information about students' characteristics and needs, both systematically and in response to special needs. . . . . na 1 2 3 4
10. Professional persons, both in and outside the school, to whom students are referred by counselors are provided information gathered by the school. . na 1 2 3 4
11. Case studies and case conferences are used to collate, interpret, and apply the information about students. . . . . na 1 2 3 4
12. Professional staff members periodically sift and assess information about students to keep it up to date and valid. . na 1 2 3 4
13. Information about students is accumulated and studied by school counselors to assess changes in the community and the student population. . . . . na 1 2 3 4
14. na 1 2 3 4

Supplementary Data

1. Describe additional methods used by the school in gathering information about its students.

Evaluations

a) *How completely does the school use the sources and means available to it in gathering information about its students?* . . . . . na 1 2 3 4

b) *How well is the right of privacy of students and the professional interpretation of information guarded?* . . . . . na 1 2 3 4

c) *How effectively is appropriate student information made available and used by appropriate persons?* na 1 2 3 4

Comments

C. INFORMATION FOR EDUCATIONAL AND VOCATIONAL PLANNING

Checklist

1. Provisions are made for collecting and organizing current educational information, such as descriptions of the following (check those in current use): . na 1 2 3 4
    - ____Opportunities within the school itself.
    - ____College and junior college programs.
    - ____Vocational and trade school programs.
    - ____Apprenticeship programs.
    - ____On-the-job training programs.
    - ____Adult education programs.
    - ____Correspondence schools.
    - ____Financial aids for all types of educational opportunities.
2. Provisions are made for collecting and organizing current occupational information, such as descriptions of the following (check those in current use): . na 1 2 3 4
    - ____National occupational trends.
    - ____Current local job market trends.
    - ____Agencies and people that can be used as resources about occupations, industries, placement, training, and work in general.
    - ____Community sources of information about job opportunities.
3. Provisions are made for counselors to use school time to meet with representatives of educational institutions, industries, and unions. . . . . na 1 2 3 4
4. Provisions are made for the use of educational and occupational information in regularly scheduled classes, special courses, and student activities. . . . na 1 2 3 4
5. Counselors use occupational and educational information in counseling and small-group processes both for informational purposes and to help students explore and develop understanding about educational and work roles. . . . . . na 1 2 3 4
6. Informational materials are available for frequent use by students, staff members, and other interested adults. . . . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) *How adequate, accessible, and well organized are the informational resources available to students, counselors, teachers, parents, and others?* . . . . na 1 2 3 4

b) *How effectively are informational resources used in classrooms, activities, and with individual students?* na 1 2 3 4

c) *How well are students, teachers, and others acquainted with sources of information and the use of these sources for educational and vocational development and adjustment?* . . . . na 1 2 3 4

Comments

D. EDUCATIONAL AND VOCATIONAL PLACEMENT

Placement activities are designed to meet the needs of students, dropouts, and graduates. These activities are not imposed upon the students, but are a culmination of counseling, individual study, work experience, and other guidance services.

Checklist

1. Students are assisted in planning a meaningful program of studies, including informal student activities. . . . . . na 1 2 3 4
2. Consideration is given to the arrangements for work experience, part time and full time during vacation, in relation to educational, vocational, and economic needs. . . . . na 1 2 3 4
3. Students are assisted in making choices involving placement (*a*) as students, (*b*) at the point of dropping out of school, and (*c*) upon graduation. . . . . na 1 2 3 4
4. Students are assisted in finding information about future employment and education. . . . . na 1 2 3 4
5. The members of the guidance staff cooperate with employers and community agencies concerned with job placement. . na 1 2 3 4
6. The guidance staff helps provide leadership in solving problems in the area of placement. . . . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) *How adequately are educational placement needs of students being provided for?* . . . . . . na 1 2 3 4
b) *How satisfactorily are students assisted in finding appropriate jobs?* . . . . na 1 2 3 4
c) *How well are the school's placement services coordinated with those of other agencies?* . . . na 1 2 3 4

Comments

E. RESEARCH AND EVALUATION SERVICES

Prerequisite to improvement is clear knowledge of both present strengths and weaknesses. In addition, knowledge gained through research can contribute to the improvement of guidance. .

Checklist

1. A plan for annual evaluation of the guidance program is in existence. . . . na 1 2 3 4
2. The plan for evaluation of guidance services has been developed by the professional guidance workers in cooperation with teachers and administrators. . . na 1 2 3 4
3. Annual reports of evaluation results are prepared for the faculty and administration of the school. . . . . na 1 2 3 4
4. Research in the school is based on a planned program of research rather than a series of separate research projects. . na 1 2 3 4
5. The research plan calls for both descriptive studies of a longitudinal, continuing nature, and experimental studies of shorter duration. . . . . na 1 2 3 4
6. Experimental research designs are of such a nature as to make repetition possible in other settings. . . . . . . na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) *To what extent is a systematic program of evaluation of guidance services in effect?* . . . . . . na 1 2 3 4
b) *How adequate is the design for evaluation of the program of guidance services?* . . . . . . na 1 2 3 4
c) *To what extent is a planned research program included in the program of guidance services?* . . . na 1 2 3 4
d) *How adequate are the research designs being used?* . . . . na 1 2 3 4
e) *To what extent are results of research and evaluation studies being distributed?* . . . . na 1 2 3 4

Comments

IV. SPECIAL CHARACTERISTICS OF THE GUIDANCE SERVICES

1. In what respects are the guidance services most satisfactory and commendable?

2. In what respects are the guidance services most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the guidance program.

V. GENERAL EVALUATION OF GUIDANCE SERVICES

Evaluations

a) *To what extent do the guidance services meet the needs of students as indicated in Section 2, "School and Community?* . . . . na 1 2 3 4

b) *To what extent are the guidance services consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in the guidance services and seeking their solution?* na 1 2 3 4

SECTION
School Facilities 8

NAME OF SCHOOL________________________ DATE__________

Self-evaluation by

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

The school facilities, consisting of the site, buildings, equipment, and services, are major factors in the functioning of the educational program. The facilities provide more than a place for instruction. The physical environment assists or limits student achievement of desirable learning outcomes.

The school facilities must provide a physical environment which contributes to the successful conduct of the program that has been designed to meet the educational needs of youth. This requirement encompasses provisions for a variety of spaces for teaching and for extraclass, recreational, and community activities. The buildings must provide temperature, ventilation, illumination, and acoustical conditions and sanitary facilities and services conducive to the development of acceptable behavior as well as essential to the health and well-being of its occupants. The buildings must also be designed, equipped, maintained, and inspected so as to minimize the possibility of harm to the occupants in the event of accident, fire, or other emergency or disaster conditions.

The buildings should be adequate to meet current and future program demands. The spaces within should be sufficiently flexible to provide for multiple uses of the areas in the over-all curricular and cocurricular programs.

The facilities, both indoors and outdoors, should be developed to take advantage of all important features of the site, with appropriate attention given to design and aesthetics. The grounds about the buildings should include well-kept lawns and shrubbery. The various elements should be used whenever they are appropriate to learning activities. The school facilities should be an integral part of a community planning program. The entire facility should stimulate students and staff to use and care for its areas effectively.

EVALUATIVE CRITERIA
Fourth Edition

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1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation

I. THE SITE

A. LOCATION

Checklist

The site:

1. Is readily accessible to the students served. na 1 2 3 4
2. Is accessible over hard-surfaced roads and walks. na 1 2 3 4
3. Is accessible to public transportation lines. na 1 2 3 4
4. Is centrally located for present and anticipated school population insofar as local conditions make advisable. na 1 2 3 4
5. Is reasonably protected from traffic and transportation dangers. na 1 2 3 4
6. Is reasonably protected from environmental noises and undesirable odors. na 1 2 3 4
7. Is reasonably protected from smoke and dust. na 1 2 3 4
8. Has the following services (check if available): na 1 2 3 4
   - ____Electric service.
   - ____Gas service.
   - ____Telephone.
9. Has been developed to provide grounds with proper drainage of surface water. na 1 2 3 4
10. Has approved facilities for sewage disposal. na 1 2 3 4
11. Has approved supply of potable water. na 1 2 3 4
12. Has fire hydrants that are easily accessible. na 1 2 3 4
13. Is reasonably protected from overhead electrical transmission lines and from gas transmission lines. na 1 2 3 4
14. Allows for future site development and plant expansion. na 1 2 3 4
15. Is free from vermin. na 1 2 3 4
16. na 1 2 3 4

Evaluations

a) *How accessible is the site to the students served?* na 1 2 3 4

b) *To what extent is the site conducive to good health?* na 1 2 3 4

c) *To what extent are the site and its surroundings safe for students?* na 1 2 3 4

d) *How satisfactory are the educational and cultural characteristics of the environment?* na 1 2 3 4

e) *To what degree does the site limit or promote the various aspects of the program?* na 1 2 3 4

Comments

B. PHYSICAL CHARACTERISTICS

Checklist

The site:

1. Is sufficiently extensive to provide for present educational needs. na 1 2 3 4
2. Is sufficiently extensive to provide for future expansion needs. na 1 2 3 4
3. Provides area for the physical education program for both boys and girls. na 1 2 3 4
4. Provides sufficient area for organized sports for both boys and girls. na 1 2 3 4
5. Is free from obstructions and hazards to students en route to and from play and recreational areas. na 1 2 3 4
6. Is provided with walks or driveways leading from all exits. na 1 2 3 4
7. Is provided with suitable fences where needed. na 1 2 3 4
8. Includes parking areas of sufficient size to serve school and community requirements. na 1 2 3 4
9. Has parking areas that are accessible by adequate roadways. na 1 2 3 4
10. Has properly maintained parking areas. na 1 2 3 4
11. Has parking areas and walkways which are well lighted for night use. na 1 2 3 4
12. Includes facilities for easy loading and unloading of supplies. na 1 2 3 4
13. Facilities are so organized as to provide smooth and safe flow of pedestrian and vehicular traffic. na 1 2 3 4
14. Has adequate provisions to enable the physically handicapped to use the site and facilities easily and safely. na 1 2 3 4
15. Includes facilities for safely loading and unloading transported students. na 1 2 3 4
16. Includes areas for outdoor educational activities, such as gardening and nature study. na 1 2 3 4
17. Is so planned that outdoor activity noises interfere relatively little with classroom activities. na 1 2 3 4
18. Is attractively landscaped. na 1 2 3 4
19. Is maintained in good condition and appearance. na 1 2 3 4
20. Has outdoor play areas which are situated conveniently near the dressing rooms. na 1 2 3 4
21. na 1 2 3 4

Evaluations

a) How extensive is the site in terms of the number of students enrolled? na 1 2 3 4

b) How adequately does the site provide for educational activities? na 1 2 3 4

c) How satisfactory is the condition in which the grounds are kept? na 1 2 3 4

d) How satisfactory is the aesthetic quality of the school grounds? na 1 2 3 4

e) To what extent do the physical qualities of the school grounds promote accident-free use by students, staff, and others? na 1 2 3 4

Comments

II. THE BUILDING OR BUILDINGS

Checklist

1. The building(s) is placed on the site so as to provide for efficient use of the total area. na 1 2 3 4
2. The building is placed on the site so as to provide an attractive appearance. na 1 2 3 4
3. The building is so situated and planned that future expansion needs can be met. na 1 2 3 4
4. The building is free from ornamentation and architectural features that may deteriorate rapidly. na 1 2 3 4
5. The building is free from all concealed or "dead" spaces (hollow spaces between partitions and under floors) where dangerous gasses might accumulate and through which fire might spread. na 1 2 3 4
6. The gross structure of the building is of durable, fire-resistant materials. na 1 2 3 4
7. The building has a plain, durable roof with adequate provision for drainage. na 1 2 3 4
8. Nonsupporting classroom partitions make it possible to change size and arrangement of rooms. na 1 2 3 4
9. The arrangement of driveways, doorways, and floor levels facilitates truck deliveries with a minimum of interference with school activities. na 1 2 3 4

III. THE BUILDING OR BUILDINGS—Continued

Checklist—continued

10. All building exit doors open outward and are equipped with panic hardware. na 1 2 3 4
11. All exits are clearly marked with legal exit lights. na 1 2 3 4
12. An exit plan is uniformly posted in each room. na 1 2 3 4
13. All construction and installations meet requirements of building codes. na 1 2 3 4
14. Spaces under stairways are not used for storage. na 1 2 3 4
15. Stairways and ramps are provided with continuous hand rails at correct heights. na 1 2 3 4
16. Stairs, ramps, and landings have nonslip treads. na 1 2 3 4
17. Corridors, stairways, and ramps of sufficient size are so arranged as to expedite the flow of traffic. na 1 2 3 4
18. Corridor floor materials are fire resistant. na 1 2 3 4
19. Corridors are provided with illumination at all times when the building is in use. na 1 2 3 4
20. Lockers are provided to meet the needs of all students. na 1 2 3 4
21. Corridors, stairways, and ramps are planned for ease in cleaning. na 1 2 3 4
22. Corridors are acoustically treated. na 1 2 3 4
23. The heating plant is located to provide efficient operation. na 1 2 3 4
24. The heating plant has a direct outside entrance. na 1 2 3 4
25. The heating plant is maintained in clean, orderly condition. na 1 2 3 4
26. The interior materials and workmanship contribute to an attractive appearance. na 1 2 3 4
27. The colors of the walls, ceiling, and trim contribute to an attractive appearance and satisfactory illumination. na 1 2 3 4
28. If school activities are housed in several buildings, provision is made for the protection of students against inclement weather or dangerous traffic conditions while they go from one building to another. na 1 2 3 4
29. The general appearance of the *interior* of the building encourages student cooperation in maintenance. na 1 2 3 4
30. The general appearance of the *exterior* of the building encourages student cooperation in maintenance. na 1 2 3 4
31. Factors important for efficient use of the building during out-of-school hours are considered (check those available): na 1 2 3 4
    - ____Lighting of outdoor areas and parking facilities.
    - ____Separate entrances and exits for areas to be used.
    - ____Zoning of heating and ventilating systems for separate use of certain facilities.
    - ____Protection of facilities not used.
    - ____Toilet and lavatory facilities.
    - ____Shops and laboratories.
    - ____Classrooms.
    - ____Auditorium.
    - ____Library.
    - ____Gymnasiums.
32. Provisions are made for the following services (check those available): na 1 2 3 4
    - ____Commercial television reception.
    - ____Closed-circuit television distribution.
    - ____Transmission or distribution of materials information and audio-visual projections from a central source to selected areas.
    - ____Connection to computer.
    - ____Buildingwide communications system.
33. The heating plant has been planned to meet future expansion needs. na 1 2 3 4
34. An auxiliary power supply is available in the event of a power failure. na 1 2 3 4
35. na 1 2 3 4

Evaluations

a) *How satisfactory is the* exterior *appearance of the building?* na 1 2 3 4

b) *How satisfactory is the* interior *appearance of the building?* na 1 2 3 4

c) *How adequate are the stairways and ramps?* na 1 2 3 4

d) *How adequate are the corridors?* na 1 2 3 4

e) *How adequate are the exits?* na 1 2 3 4

f) *To what extent do the general characteristics of the building promote good health?* na 1 2 3 4

g) *How adequately do the building structure and equipment promote safe use?* na 1 2 3 4

h) *How satisfactorily are the school facilities arranged to permit and encourage community use?* na 1 2 3 4

i) *How satisfactory are the provisions for the use of the building by the physically handicapped?* na 1 2 3 4

Comments

III. BUILDING SERVICES

A. ILLUMINATION

Checklist

1. Appropriate intensity and brightness-balance of light are provided for by well-designed fixtures. na 1 2 3 4
2. Illumination of the assembly space and the stage is adjustable to varying needs. na 1 2 3 4
3. Stairways, ramps, corridors, toilet rooms, and similar spaces are properly illuminated. na 1 2 3 4
4. Provision is made for regulation of lighting in all spaces. na 1 2 3 4
5. Electrical outlets are of safe design and are properly located. na 1 2 3 4
6. All control switches are easily accessible. na 1 2 3 4
7. Paint and finish on walls, floors, and desks provide nonglossy reflecting surfaces. na 1 2 3 4
8. All writing surfaces and reading areas are designed to minimize glare in the student's field of vision. na 1 2 3 4
9. Ceilings and other surfaces have appropriate reflection values. na 1 2 3 4
10. All spaces are surveyed periodically to ascertain light intensity. na 1 2 3 4
11. Light fixtures are kept clean and are inspected regularly for maintenance at maximum efficiency. na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) How adequate are the provisions for illumination? na 1 2 3 4

b) How effectively are both the mechanical provisions and the inspection routines controlled to ensure proper illumination? na 1 2 3 4

Comments

B. TEMPERATURE AND VENTILATION

Checklist

1. Appropriate temperature is maintained in all spaces. na 1 2 3 4
2. Ventilation facilities ensure a sufficient supply of clean air and proper circulation in all *instructional areas.* na 1 2 3 4
3. Ventilation facilities ensure a sufficient supply of clean air and proper circulation in all *auxiliary and service areas.* na 1 2 3 4
4. Temperature adjustments are quickly and easily made. na 1 2 3 4
5. Inspection of the heating and cooling systems is made annually by appropriate inspectors. na 1 2 3 4
6. Heating and ventilating systems are zoned for separate or partial use. na 1 2 3 4
7. na 1 2 3 4

Evaluations

a) How adequately is proper temperature maintained? na 1 2 3 4

b) How adequately is proper conditioning of air maintained? na 1 2 3 4

c) How flexible is the heating, cooling, and ventilation system to provide for partial use of the building and for different requirements in different areas? na 1 2 3 4

Comments

C. WATER AND SANITATION

Checklist

1. Sanitary drinking fountains are provided in sufficient number and in locations to meet the needs of students. na 1 2 3 4
2. Drinking fountains are maintained in sanitary condition. na 1 2 3 4
3. The drinking water, if not from an approved municipal system, is tested periodically. na 1 2 3 4
4. Toilet and lavatory facilities for boys are provided on each floor. na 1 2 3 4
5. Toilet and lavatory facilities for girls are provided on each floor. na 1 2 3 4
6. Conveniently accessible toilet and lavatory facilities are provided for men faculty members. na 1 2 3 4
7. Conveniently accessible toilet and lavatory facilities are provided for women faculty members. na 1 2 3 4
8. Toilet and lavatory facilities are provided for the custodial staff. na 1 2 3 4
9. Toilet and lavatory facilities are conveniently accessible to the administrative suite. na 1 2 3 4
10. Toilet and lavatory facilities are provided for the handicapped. na 1 2 3 4
11. All toilet and lavatory equipment is made of impervious materials, contributing to sanitary conditions. na 1 2 3 4
12. All toilet and lavatory equipment is kept in good repair. na 1 2 3 4
13. Lavatory facilities are provided with hot and cold water. na 1 2 3 4
14. Mirrors are provided in all lavatory rooms. na 1 2 3 4
15. Entrances and windows of all toilet rooms are shielded to ensure privacy. na 1 2 3 4
16. A supply of soap, towels or mechanical dryers, and toilet tissue is provided in all toilet and lavatory rooms. na 1 2 3 4
17. Students cooperate in the care of toilet and lavatory facilities. na 1 2 3 4
18. Desirable standards of sanitation are maintained throughout all toilet and lavatory rooms. na 1 2 3 4
19. Toilet room floors and walls are of impervious materials. na 1 2 3 4
20. Provisions are made for disposal of trash, including sanitary napkins. na 1 2 3 4
21. Equipment for dispensing sanitary napkins is available. na 1 2 3 4
22. na 1 2 3 4

Evaluations

a) *How adequate are the drinking facilities?* na 1 2 3 4

b) *To what degree are the drinking facilities maintained in a sanitary condition?* na 1 2 3 4

c) *How adequate is the number of toilet and lavatory rooms?* na 1 2 3 4

d) *To what degree is there an adequate supply of safe water for all purposes?* na 1 2 3 4

e) *How satisfactory is the location of the toilet and lavatory rooms?* na 1 2 3 4

f) *How adequate are the equipment and facilities in all toilet and lavatory rooms?* na 1 2 3 4

g) *To what degree are all toilet and lavatory rooms maintained in a sanitary condition?* na 1 2 3 4

Comments

D. MISCELLANEOUS BUILDING SERVICES

Checklist

1. The building is inspected by school personnel and at specified intervals by public inspectors as a precaution against explosion and fire. na 1 2 3 4
2. The installation of all electric conduits and wiring has been inspected and certified by a public inspector. na 1 2 3 4
3. Fire extinguishers (appropriate to the area) and other fire-fighting equipment are readily accessible. na 1 2 3 4
4. Fire extinguishers are maintained in acceptable condition. na 1 2 3 4
5. Fire gongs or alarms are distinct from regular program signals. na 1 2 3 4
6. Fire gongs or alarms are in good working order, and where feasible, are connected to the local fire department. na 1 2 3 4
7. Fire alarm stations are placed in accordance with code regulations. na 1 2 3 4
8. An alternate alarm system for use in case of power failure is available. na 1 2 3 4
9. All fire extinguishers are inspected and approved annually. na 1 2 3 4
10. Personnel are trained in the use of fire extinguishers and fire safety equipment. na 1 2 3 4
11. All fire alarms are placed so as to be heard throughout the entire building. na 1 2 3 4
12. The alarm system is designed so that the master control quickly designates the location of fire or machinery failure. na 1 2 3 4
13. Provision is made for the care and safe storage of all combustible materials. na 1 2 3 4
14. All combustible materials are stored in fire-resistant areas. na 1 2 3 4
15. Workroom and dressing facilities are provided for the custodial staff. na 1 2 3 4
16. Conveniently located service and supply closets are provided for the custodial staff. na 1 2 3 4
17. Custodial supply closets are equipped with hot and cold water and sinks. na 1 2 3 4
18. Storage space is provided throughout the building in accordance with needs. na 1 2 3 4
19. Exterior lighting is provided for night use of facilities and as a safeguard against vandalism. na 1 2 3 4
20. Custodial supply closets are adequately ventilated. na 1 2 3 4
21. Emergency shutoff switches are located in areas where heavy-duty equipment and machinery are used. na 1 2 3 4
22. na 1 2 3 4

Evaluations

a) *How adequate are the precautions against damage by fire?* na 1 2 3 4

b) *How well does the custodial staff keep the building clean?* na 1 2 3 4

c) *How adequate is storage space?* na 1 2 3 4

Comments

IV. TEACHING AREAS

For data on individual teaching areas and specialized areas of instruction, see Sections 4-1 through 4-18.

Checklist

1. Teaching stations provide sufficient area to accommodate existing class enrollments in effective learning situations. na 1 2 3 4
2. General size and arrangement of teaching stations provide for the adaptation of instruction to a variety of learning activities. na 1 2 3 4
3. Spaces are provided for large-group, small-group, and independent study. na 1 2 3 4
4. Furniture and equipment are adequate for operation of spaces for various activities and organizational patterns (check those available): na 1 2 3 4
   - ___Display cases.
   - ___Work surfaces.
   - ___Writing areas.
   - ___Instructional media.
   - ___Television and other communication media.
   - ___Storage.
   - ___Shelving.
   - ___Seating.
5. Provision is made for communication with other areas of the building, including administrative offices and educational media center. na 1 2 3 4
6. All surfaces contribute to make the illumination and the acoustical and aesthetic environment satisfactory. na 1 2 3 4
7. Clocks are provided to meet requirements of the organization of programs. na 1 2 3 4
8. A central signal system is provided when appropriate to the organization of programs. na 1 2 3 4
9. Storage spaces of sufficient size are conveniently located. na 1 2 3 4
10. Instructional areas are equipped with a sufficient number of conveniently located electrical outlets. na 1 2 3 4
11. na 1 2 3 4

Evaluations

a) *How satisfactory is the space in terms of number of participants and nature of activity?* na 1 2 3 4

b) *How adequate is the equipment associated with teaching spaces?* na 1 2 3 4

c) *How adequate are the environmental conditions for instruction?* na 1 2 3 4

Comments

V. SPECIAL AREAS AND SERVICES

A. ASSEMBLY SPACE AND EQUIPMENT

Checklist

1. There are assembly spaces and equipment for the following (check those available): . . . . na 1 2 3 4
    ___Public use.
    ___Student assembly.
    ___Large-group instruction.
    ___Student study purposes.
    ___Dramatics.
    ___Public speaking.
    ___Debating.
    ___Music (vocal and instrumental).
    ___Other purposes (specify):
    ___ ____________________
    ___ ____________________
2. The assembly space is provided with adequate entrances and exits, both from the outside and from other parts of the building. . . . . na 1 2 3 4
3. The assembly space is big enough and the supporting services are ample to accommodate the activities for which it is to be used. . . . . na 1 2 3 4
4. The assembly space is easily subdivided and rearranged to provide versatility for a variety of uses. . . . . na 1 2 3 4
5. The assembly space meets all fire safety standards in regard to exits, aisles, equipment, signs, and geometric proportions. . . . . na 1 2 3 4
6. Services maintain proper conditions of temperature, acoustics, and illumination. na 1 2 3 4
7. Provisions are made for the storage of all equipment. . . . . na 1 2 3 4
8. Necessary auxiliary spaces, such as dressing areas and lavatories, are provided. . . . . na 1 2 3 4
9. Appropriate seating, properly arranged, is provided. . . . . na 1 2 3 4
10. All seating is arranged to provide for maximum efficient use of the assembly space. . . . . na 1 2 3 4
11. na 1 2 3 4

Evaluations

a) How adequate are the assembly spaces? . . . . na 1 2 3 4
b) How adequate are the auxiliary services and spaces? . . . . na 1 2 3 4
c) How adequate are the facilities and equipment of the assembly space? . . . . na 1 2 3 4
d) How adequate are the provisions for safety in the assembly space? . . . . na 1 2 3 4
e) How attractive is the appearance of the assembly space? . . . . na 1 2 3 4

Comments

B. FOOD SERVICES FACILITIES

If the school lunch program is contracted to an outside source, describe the arrangements under Supplementary Data and omit those questions that are not relevant. For additional information concerning lunchroom administration, see Section 9, "School Staff and Administration."

Meals are served to the students in a (check the facilities used):
____Dining area.
____Commons.
____Other ______________________________.

Checklist

1. The dining area and furnishings are attractive, durable, and easily cleaned. na 1 2 3 4
2. The dining area is designed so that it can be used for other purposes. na 1 2 3 4
3. The dining area meets the needs of the school program. na 1 2 3 4
4. The dining area is available to students who bring their lunches. na 1 2 3 4
5. The dining area is designed and furnished to promote a safe and efficient traffic pattern. na 1 2 3 4
6. The dining area can be subdivided. na 1 2 3 4
7. The illumination in the dining area meets lighting standards. na 1 2 3 4
8. The dining area is well ventilated. na 1 2 3 4
9. A separate dining area is provided for staff. na 1 2 3 4
10. Acoustical provisions reduce noise to a minimum. na 1 2 3 4
11. Service equipment is (check those used): na 1 2 3 4
    ____Fixed.
    ____Portable.
12. Service is provided from a (check those used): na 1 2 3 4
    ____Central kitchen.
    ____Self-contained unit.
    ____Satellite from another school.
13. Sanitary drinking water facilities are provided in the dining area. na 1 2 3 4
14. Sufficient and appropriate receptacles and service are provided for disposal of refuse. na 1 2 3 4
15. The floor surface is in good condition, safe, and easily cleaned. na 1 2 3 4
16. Facilities, materials, and maintenance are available to keep dining and serving areas clean and neat. na 1 2 3 4
17. Lavatory facilities are readily accessible to students entering or leaving the dining area. na 1 2 3 4
18. The kitchen is designed for maximum efficiency. na 1 2 3 4
19. Illumination in the kitchen meets lighting standards. na 1 2 3 4
20. The kitchen is ventilated. na 1 2 3 4
21. The kitchen and service areas are furnished with equipment that meets local and state sanitation standards. na 1 2 3 4
22. Mechanical dishwashing facilities are provided. na 1 2 3 4
23. Attention is given to maintaining food service supplies and equipment. na 1 2 3 4
24. Refrigeration facilities are appropriate and easily accessible. na 1 2 3 4
25. Storage facilities are easily accessible. na 1 2 3 4
26. Storage facilities are maintained in an orderly and sanitary condition. na 1 2 3 4
27. Storage facilities are located adjacent to the kitchen area. na 1 2 3 4
28. Storage facilities are of sufficient size to handle needs of food service area. na 1 2 3 4
29. Garbage and refuse are disposed of in a sanitary manner. na 1 2 3 4
30. Dressing, toilet, and lavatory facilities are provided for food service personnel. na 1 2 3 4
31. Facilities permit thorough cleaning of dining and kitchen areas on a regular schedule. na 1 2 3 4
32. All pieces of mechanical equipment are provided with safety devices. na 1 2 3 4
33. Electrical outlets are located in accessible areas. na 1 2 3 4
34. na 1 2 3 4

Continued on next page

B. FOOD SERVICES FACILITIES—Continued

Supplementary Data

1. Seating capacity of the lunchroom or dining room . . . . ________
2. Number of student shifts necessary . . . . ________

Evaluations

a) How adequate is the dining area? . . . . na 1 2 3 4
b) How adequate are facilities in the dining area? . . . . na 1 2 3 4
c) How satisfactory are the lighting, ventilating, and aesthetic aspects of the dining area? . . . . na 1 2 3 4
d) How adequate is the size of the food preparation area? . . . . na 1 2 3 4
e) How adequate and efficient is the equipment for service? . . . . na 1 2 3 4
f) How well designed and equipped is the kitchen area? . . . . na 1 2 3 4
g) How satisfactorily are sanitary conditions maintained? . . . . na 1 2 3 4
h) How adequate are the dry storage facilities? . . . . na 1 2 3 4
i) How adequate are the refrigeration facilities? . . . . na 1 2 3 4

Comments

C. OFFICE AND STAFF FACILITIES

Checklist

1. The general office is easily accessible to students, staff, and general public. . . na 1 2 3 4
2. The general office is supplied with necessary equipment. . . . . na 1 2 3 4
3. The office is planned and arranged for effective use. . . . . na 1 2 3 4
4. Mail and bulletin facilities are provided for teachers. . . . . na 1 2 3 4
5. Office space is provided for administrative and teaching personnel. . . . . na 1 2 3 4
6. Space is provided for student personnel services. . . . . na 1 2 3 4
7. Space is provided for a reception and waiting area. . . . . na 1 2 3 4
8. Storage space is provided. . . . . . na 1 2 3 4
9. Work, storage, conference, lounge, and library areas are provided for teachers. na 1 2 3 4
10. Provisions are made for appropriate furnishings for faculty work, conference, lounge, and library areas. . . . na 1 2 3 4
11. Appropriate provisions are made for safe storage of all important records. . na 1 2 3 4
12. Equipment (mimeograph, copying, etc.) is provided in the faculty working areas. . . . . na 1 2 3 4
13. na 1 2 3 4

Evaluations

a) How satisfactory is the location of the central administrative offices? . . . . na 1 2 3 4
b) How satisfactory are the space provisions for the central administrative services? . . . . . . na 1 2 3 4
c) How adequate is the equipment for the central administrative services? . . . . na 1 2 3 4
d) How adequate are storage, work, and conference areas for teachers? . . . . na 1 2 3 4
e) How adequate is the office equipment for teachers? . . . . na 1 2 3 4

Comments

D. CLINICS, INFIRMARY, OR HOSPITALIZATION FACILITIES

Checklist

1. Space is available for physical, health, and dental examinations. . . . . . na 1 2 3 4
2. Office space is provided for the school nurse. . . . . na 1 2 3 4
3. Equipment is provided for physical examinations. . . . . na 1 2 3 4
4. There is a first aid room or infirmary with suitable cots or beds. . . . . . na 1 2 3 4
5. Toilet and lavatory facilities are directly accessible to patients. . . . . . . na 1 2 3 4
6. Provisions are made to meet the dietary needs of students who are sick or have special dietary problems. . . . . . na 1 2 3 4
7. Provisions are made to isolate immediately students suspected of carrying contagious or infectious diseases. . . . na 1 2 3 4
8. Transportation is available for students who are ill and must be sent home or to a hospital. . . . . na 1 2 3 4
9. First aid equipment is available. . . na 1 2 3 4
10. Provisions are made for maintaining health records. . . . . na 1 2 3 4
11. Privacy is provided for clinic activities. na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) How adequate are the facilities for health examinations of students? . . . . na 1 2 3 4

b) How adequate are the facilities for treatment of minor illnesses or injuries? . . . . na 1 2 3 4

c) How adequate are the facilities for keeping records of examinations and treatment? . . . . na 1 2 3 4

Comments

E. SLEEPING AND STUDY QUARTERS

For boarding schools

Checklist

1. Space for sleeping and study quarters is provided. na 1 2 3 4
2. Beds and bed clothing are provided in every room. na 1 2 3 4
3. All beds and bed clothing are hygienic and comfortable. na 1 2 3 4
4. The walls, floors, and trim in every room are attractive and in good condition. na 1 2 3 4
5. The furniture in all rooms is attractive and conducive to good posture. na 1 2 3 4
6. Facilities for study and writing are provided in each study room. na 1 2 3 4
7. Provision is made for library and reading room space in dormitories. na 1 2 3 4
8. Library and reading rooms are large enough and equipped for the number of students served. na 1 2 3 4
9. Light, both natural and artificial, is related to study requirements. na 1 2 3 4
10. Each room is properly ventilated. na 1 2 3 4
11. Opportunity is given the occupants of a room to express their personalities in its furnishings. na 1 2 3 4
12. Toilet facilities — lavatories, toilets, showers, tubs—are conveniently located for all students. na 1 2 3 4
13. Soap, towels, and toilet tissue are provided at all times. na 1 2 3 4
14. All toilet rooms and toilet facilities are kept in sanitary condition. na 1 2 3 4
15. Lavatories and bathing facilities are serviced with both hot and cold water. na 1 2 3 4
16. Safe drinking water is conveniently available. na 1 2 3 4
17. Provisions, such as fire escapes, extinguishers, and emergency equipment, are made for the safety of students. na 1 2 3 4
18. Buildings used for sleeping or study are of fire-resistant material. na 1 2 3 4
19. na 1 2 3 4

Evaluations

a) *How adequate are provisions for health and safety in sleeping quarters?* na 1 2 3 4

b) *How well are sleeping quarters maintained?* na 1 2 3 4

c) *How adequate are the physical facilities to meet the needs of students being accommodated?* na 1 2 3 4

d) *How well do students do their part in properly using and maintaining the property and facilities at their disposal?* na 1 2 3 4

Comments

VI. SPECIAL CHARACTERISTICS OF SCHOOL FACILITIES

1. In what respects are the school facilities most satisfactory and commendable?

2. In what respects are the school facilities most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the school facilities.

VII. GENERAL EVALUATION OF THE SCHOOL FACILITIES

Evaluations

a) *To what extent do the school facilities meet the needs of students as identified in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent are the school facilities appropriate to the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems in the school facilities and seeking their solution?* . na 1 2 3 4

SECTION 9

School Staff and Administration

NAME OF SCHOOL ________________________ **DATE** ____________

Self-evaluation by

______________________ ______________________ ______________________

______________________ ______________________ ______________________

______________________ ______________________ ______________________

GUIDING PRINCIPLES

These principles are offered for your acceptance, rejection, or modification. Please feel free to make changes.

A competent staff is essential for a good school. The staff is a cooperating group of individually capable persons devoted to common educational purposes and motivated by a desire to develop the philosophy and carry out the clearly formulated objectives of the school. Staff members should possess qualifications of preparation, experience, and attitude that contribute to effective learning. The number of staff members is adequate for the educational program, the school enrollment, and the special needs of the students. The teaching load and the total working load are such that maximum efficiency in service is assured. Salaries are maintained at a level sufficient to ensure a standard of living comparable with the social demands on the profession and to avoid the necessity for securing supplementary income.

The primary responsibility of administration is to the educational program. Every condition of management and organization is worthwhile to the extent that it is beneficial to teaching and learning and contributes to the community of which the school is a part. Coordinating instruction, activities, and services into an effective educational program requires talented and forward-looking leadership.

Responsibility for the satisfactory functioning of the school rests with the principal. His responsibilities include leadership in the educational program, in supervision and improvement of instruction, in community relations, and in management and maintenance of plant and facilities.

A pervasive process of democracy is implied in all administrative actions. Appropriate opportunity is given for those concerned with or affected by the educational program to participate in its development and evaluation. The need for cooperative effort toward the attainment of educational goals is recognized, and its practice is encouraged. Democratic procedure, however, does not preclude independent administrative action when consistent with established policy.

EVALUATIVE CRITERIA
Fourth Edition

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INSTRUCTIONS

General

Members of school staffs making self-evaluations should understand that a regular part of the evaluation process consists of modifying the statements of guiding principles and of checklist and evaluation items. The purpose of the modifications is to make the statements consistent with the characteristics of the school and community and with the objectives of the school. Unless it is obvious, the school should explain the reason for the change and its relation to the philosophy and objectives and to the needs of the students.

The two pivotal points of this evaluation are (1) the characteristics of the school and community, and (2) the school's philosophy and objectives. Therefore, Section 2, "School and Community," and Section 3, "Philosophy and Objectives," should be kept in mind when the various features of this section are being checked and evaluated. Persons making evaluations should ask: "How well do the practices in this school meet the needs of the school and community?" and "How well do the practices conform to the philosophy and objectives of the school?" When evaluations are made, factors such as size, type, location of school, financial support available, and state requirements should not be permitted to justify failure to provide a program and facilities appropriate to the needs of the school and community and to the philosophy and objectives of the school. Also, the twofold nature of the work—evaluation and stimulation to improvement—should be kept in mind. Careful, discriminating judgment is essential if these purposes are to be served satisfactorily.

Checklists and Evaluations

The checklists and evaluations should be evaluated on the following 4-point scale:

4 Excellent
3 Good
2 Fair
1 Poor or missing
na Not applicable

Question will frequently arise about the basis for comparison of points on the scale. The answer is extremely difficult to give. In any entity as complex as a school, it is not easy to describe in detail what *excellent* or *poor* really means in the hundreds of items for which evaluations are required. The best answer seems to be that the evaluator should draw upon his total experience in schools and make the best judgment he can on the basis of that experience. It should be kept in mind that *4* does not mean ideal or perfect. There is reason to believe that some schools are underrated in the self-evaluation because an impression is held that *4* should be reserved for an unattainably high condition.

Each person who makes an evaluation should try to be as accurate as possible. If a slight change in the wording of an evaluation item would make it more appropriate to the school being evaluated, such a change should be made. If important elements of the school's program are omitted, the subcommittee members should consider themselves free to add checklist or evaluation items that will make the description more complete.

On this scale, if you wish to indicate the most desirable condition possible, circle the number **4**. On the other hand, if you wish to indicate the least favorable response or indicate a condition that is missing, circle the **1**. If you wish to show an evaluation that is good but less than excellent, circle the number **3**. Likewise, to show a trait that is less than good, but better than poor, circle the number **2**.

Let us consider an example that will help in understanding these directions. Examine the statement "Classrooms are equipped with demonstration facilities." If, in your judgment, the classrooms are equipped with demonstration facilities that are exemplary, excellent, or some of the best that you have ever seen, you will then circle the number *4*. On the other hand, if you decide that the demonstration facilities in the classroom are good but not the best, you will circle the number *3*. If the demonstration facilities are missing or are totally inadequate, you will circle the *1*. If, however, the facilities are not good, but are not poor enough to deserve a *1*, you will circle the number *2*.

Comments

The space under the heading "Comments" at the end of each subsection should be used to provide additional information needed to give a complete report of that area and to describe any condition that is not adequately covered elsewhere in the subsection. The space can also be used to clarify or amplify items in the checklists or evaluations. Subcommittees are encouraged to use this space every time that its use will aid in describing the area or in explaining a judgment or rating.

Supplementary Data and Additional Areas

Some facets of programs may not be described by the checklist and evaluation statements. For this reason, additional information items are sometimes requested under Supplementary Data. If portions of a program—or additional subject areas—cannot be adequately covered by amplifying Supplementary Data and Comments, it is suggested that the following outline (which is also that employed in most of the sections) be used:

I. Organization
II. Nature of Offerings
III. Physical Facilities
IV. Direction of Learning
V. Outcomes
VI. Special Characteristics
VII. General Evaluation.

I. SCHOOL STAFF

A. NUMERICAL ADEQUACY

Indicate the number of staff members who devote all or part of their time to the secondary school for the current year 19______–19______. Total student enrollment__________.

STAFF	NUMBER OF STAFF MEMBERS		TOTAL FULL-TIME EQUIVALENT OF ALL MEMBERS
	Full time	Part time	
1. Administrator(s) (include supervisory)			
2. Classroom teachers			
3. Guidance counselor(s)			
4. Educational media personnel			
5. Health service personnel			
6. Specialists and consultants			
7. Food services personnel			
8. Secretaries and clerks			
9. Custodial and maintenance personnel			
10. Paraprofessionals			
11. Others			
TOTAL			

Supplementary Data

1. List administrative positions.

2. List supervisory positions.

3. List paraprofessional positions.

4. Describe any assistance which is regularly received from the school district or other unit.

Continued on next page

A. NUMERICAL ADEQUACY—Continued

Evaluations

a) *How numerically adequate are the administrators and supervisors?* na 1 2 3 4
b) *How numerically adequate are the classroom teachers?* na 1 2 3 4
c) *How numerically adequate is the professional noninstructional staff (3, 4, 5, 6 from the above table)?* na 1 2 3 4
d) *How numerically adequate are the assistants and aides?* na 1 2 3 4
e) *How numerically adequate is the food services staff?* na 1 2 3 4
f) *How numerically adequate is the secretarial and clerical staff?* na 1 2 3 4
g) *How numerically adequate is the custodial and maintenance staff?* na 1 2 3 4
h) *How numerically adequate is the paraprofessional staff?* na 1 2 3 4

Comments

B. BOARD OF CONTROL AND ADMINISTRATIVE STAFF

1. Board of Control (board of education, board of trustees, school committee, or equivalent body)

Checklist

The board of control:

1. Acts as a policy-determining body. na 1 2 3 4
2. Has written, comprehensive rules for determining its policies, organization, and procedures. na 1 2 3 4
3. Delegates all executive functions to the administrative head of the school. na 1 2 3 4
4. Maintains clear-cut lines of demarcation between its authority and that of the chief administrator. na 1 2 3 4
5. Makes decisions after having received the recommendations of the administrative head of the school. na 1 2 3 4
6. Accepts fully its responsibility for financing the educational program. na 1 2 3 4
7. Makes sure that all employees meet minimum legal requirements for employment. na 1 2 3 4
8. Is responsible for insurance on school property, including equipment and supplies. na 1 2 3 4
9. Provides for the safekeeping of records, deeds, and other valuable papers in fireproof vaults or cabinets. na 1 2 3 4
10. Authorizes the preparation and presentation of an annual budget. na 1 2 3 4
11. Adopts and publishes the budget after careful study and an open hearing. na 1 2 3 4
12. Hires all school employees only on recommendation of the administrative head. na 1 2 3 4
13. Carries out all professional and official relationships with school employees through the superintendent or administrative head or established negotiation channels. na 1 2 3 4
14. Accepts its responsibility to protect staff members and students from exploitation by individuals and agencies. na 1 2 3 4
15. Formulates regulations upon the advice of the superintendent and principal regarding the use of the school plant and other school property. na 1 2 3 4
16. Holds regular meetings at stated times. na 1 2 3 4
17. Functions only when in official sessions. na 1 2 3 4
18. Keeps accurate minutes of its proceedings. na 1 2 3 4
19. Carries on business in meetings open to the public. na 1 2 3 4
20. Provides that all personnel responsible for the handling and accounting of school funds are adequately bonded. na 1 2 3 4
21. Recognizes its responsibility for the protection and the economical expenditure of funds. na 1 2 3 4
22. Has the legal responsibility for making final decisions (within the framework of the state constitution and the laws and regulations of the state board of education) on dismissal of teachers, program of studies, and quality of instruction. na 1 2 3 4
23. Is responsible for providing liability insurance for all employees. na 1 2 3 4
24. Engages in a planned program of study. na 1 2 3 4
25. Assumes responsibility for evaluation of all programs. na 1 2 3 4
26. Provides for periodic audit of all financial transactions. na 1 2 3 4
27. na 1 2 3 4

Supplementary Data

1. What actions have been taken to prepare for, eliminate, or ease situations that might cause or add to social unrest?

1. Board of Control—Continued

Evaluations

a) *How consistent are published board policies with the checklist?* na 1 2 3 4

b) *How effectively are published policies observed?* na 1 2 3 4

Comments

2. Superintendent of Schools

The following functions are commonly regarded as the special responsibility of the executive head of the school system, but their performance may be delegated to other competent persons. Check on the basis of performance of the functions by the proper person, regardless of title.

Checklist

The superintendent of schools:

1. Has a broad background in general education. na 1 2 3 4
2. Has extensive professional preparation. na 1 2 3 4
3. Has successful teaching experience. na 1 2 3 4
4. Has successful administrative experience. na 1 2 3 4
5. Exhibits a well-formulated philosophy of education. na 1 2 3 4
6. Shows an awareness of the educational needs of the community. na 1 2 3 4
7. Keeps the board of control informed, through periodic reports, regarding the school's objectives, achievements, needs, and plans for the future. na 1 2 3 4
8. Plans and presents annually the budget for consideration by the board of control. na 1 2 3 4
9. Formulates the budget in conformity with legal requirements. na 1 2 3 4
10. Arranges for the accounting system to be organized in sufficient detail to make computations of important unit costs possible. na 1 2 3 4
11. Administers or supervises the administration of the business affairs of the school system. na 1 2 3 4
12. Submits reports regularly to each individual charged with the use of funds or supplies, indicating the status of his account. na 1 2 3 4
13. Exercises proper control over the care and distribution of supplies and equipment. na 1 2 3 4
14. Supervises all school employees in the performance of their duties. na 1 2 3 4
15. Recommends professional and nonprofessional employees for appointment on the basis of their qualifications for particular services. na 1 2 3 4
16. Conducts research concerning educational problems of the school and the community. na 1 2 3 4
17. Uses the results of research in planning the educational program. na 1 2 3 4
18. Involves the building principal and faculty in formulating recommendations, policies, and the budget. na 1 2 3 4
19. Secures the cooperation of the staff in carrying out recommendations and policies. na 1 2 3 4
20. Facilitates the professional improvement of the staff. na 1 2 3 4
21. Assists in the coordination of school and community activities. na 1 2 3 4
22. Considers the availability of community or other finances in arriving at practical solutions to educational problems. na 1 2 3 4
23. Participates in a continuing program of self-improvement. na 1 2 3 4
24. Serves as consultant to the board and employee groups during negotiations. na 1 2 3 4
25. Provides the community with educational leadership. na 1 2 3 4
26. Provides for periodic codification of records. na 1 2 3 4
27. na 1 2 3 4

Evaluations

a) *How adequate is the professional preparation of the superintendent and his assistants?* na 1 2 3 4

b) *How extensive is the educational experience of the superintendent and his assistants?* na 1 2 3 4

Comments

3. Principal and Administrative Assistants

3.1. PREPARATION AND QUALIFICATIONS

(For data on preparation of individual staff members, see Section 10, "Individual Staff Member.")

Checklist

The principal and administrative assistants:

1. Have a broad background in general education. na 1 2 3 4
2. Have extensive professional preparation. na 1 2 3 4
3. Have successful teaching experience. na 1 2 3 4
4. Have successful administrative experience. na 1 2 3 4
5. Exhibit a well-formulated philosophy of education. na 1 2 3 4
6. Show an awareness of the educational needs of the community. na 1 2 3 4
7. Demonstrate their familiarity with the educational program. na 1 2 3 4
8. Keep abreast of current philosophy and practices in secondary education. na 1 2 3 4
9. Maintain membership in professional organizations. na 1 2 3 4
10. Attend meetings of professional organizations. na 1 2 3 4
11. Participate in a continuing program of self-improvement. na 1 2 3 4
12. na 1 2 3 4

Evaluations

a) *How adequate is the professional preparation of the principal and his assistants?* na 1 2 3 4

b) *How extensive is the educational experience of the principal and his assistants?* na 1 2 3 4

Comments

3.2. DUTIES AND FUNCTIONS

Although the following functions are commonly the special responsibility of the principal of the secondary school, their performance may be delegated to others. Check and evaluate on the basis of performance of the functions by the proper person, regardless of title. If the principal is also the head of the school system, the criteria dealing with the superintendent of schools should be checked with reference to the principal.

Checklist

The principal:

1. Is the responsible head of the school. na 1 2 3 4
2. Budgets his time to provide a balance between administrative and supervisory duties. na 1 2 3 4
3. Makes sure that all staff members understand their duties and responsibilities. na 1 2 3 4
4. Equalizes the working load of staff members as much as possible. na 1 2 3 4
5. Requires that materials and supplies are used efficiently and economically. na 1 2 3 4
6. Provides for administrative procedures, such as scheduling, attendance, and reports. na 1 2 3 4
7. Provides regular and accurate reports regarding the condition and progress of the school. na 1 2 3 4
8. Inspects plant facilities regularly to ensure efficient operation and healthful conditions. na 1 2 3 4
9. Provides for drills, traffic control, and similar activities to ensure student safety. na 1 2 3 4
10. Directs the planning and operation of a program of safety education. na 1 2 3 4
11. Directs the public relations program in cooperation with the superintendent. na 1 2 3 4
12. Participates in the selection of staff members. na 1 2 3 4
13. Provides direction and supervision for student activities. na 1 2 3 4
14. Provides educational leadership for his community. na 1 2 3 4
15. Directs and uses research to determine the effectiveness of various school programs and operational procedures. na 1 2 3 4
16. na 1 2 3 4

3. Principal and Administrative Assistants—Continued

3.2. DUTIES AND FUNCTIONS—Continued

Supplementary Data

1. What actions have been taken to prepare for, eliminate, or ease situations that might cause or add to social unrest?

Evaluations

a) How effectively do the principal and his assistants perform their duties? . . . . na 1 2 3 4

Comments

3.3. EDUCATIONAL LEADERSHIP

The principal of the school has the major responsibility for educational leadership, but assistance may be furnished by supervisors, department heads, and other administrative assistants. The total contribution of all concerned with educational leadership should be considered in checking and evaluating the following items.

Checklist

The principal, assisted by other members of the staff having leadership responsibilities:

1. Is a major professional leader of the school. . . . . na 1 2 3 4
2. Assists staff members in improving the articulation and continuity of all aspects of the school program, both within grades and between grades. . . . . na 1 2 3 4
3. Affords appropriate opportunities for staff members to share in the administration of the school. . . . . . . na 1 2 3 4
4. Helps new teachers to begin their work with confidence and to become constructive members of the staff. . . . . na 1 2 3 4
5. Helps all staff members to attain a feeling of security and satisfaction in their work. . . . . na 1 2 3 4
6. Encourages the professional growth of his teachers and helps them to develop to their highest potential. . . . . na 1 2 3 4
7. Works with parent-teacher and other organizations to improve the service that the school renders to students and the community. . . . . na 1 2 3 4
8. Formulates plans, in cooperation with staff members, for the improvement of the educational program. . . . . . na 1 2 3 4
9. Stimulates the staff to initiate and carry out curriculum studies. . . . . . na 1 2 3 4
10. Aids teachers in obtaining and using a variety of up-to-date materials. . . . na 1 2 3 4
11. Uses classroom visits and interviews to help teachers increase their effectiveness. na 1 2 3 4
12. Arranges a variety of educational activities, such as workshops, conferences, and individual and group research projects. . . . . na 1 2 3 4
13. Aids in the development of a professional library. . . . . na 1 2 3 4
14. Provides opportunities for teachers to observe the work of other schools, clinics, or related services. . . . . na 1 2 3 4
15. Recognizes, on personnel records, by letters of commendation, or other means, instances of unusual professional growth or educational achievement. . . . . na 1 2 3 4
16. Uses a friendly and understanding approach in discussing the problems of teachers. . . . . na 1 2 3 4
17. Encourages staff members to seek ways of promoting moral and spiritual values through school activities. . . . . na 1 2 3 4
18. Knows the community and is aware of its changing needs. . . . . . . na 1 2 3 4
19. Provides or maintains an environment that is conducive to educational growth and development. . . . . na 1 2 3 4
20. na 1 2 3 4

Evaluations

a) How effective is the professional leadership of the principal and his assistants? . . . . na 1 2 3 4

b) How satisfactorily does the principal provide opportunities for staff members to participate in policy-making? . . . . na 1 2 3 4

Comments

C. INSTRUCTIONAL STAFF

1. Selection of Staff Members

Checklist

1. Teacher selection is a cooperative process involving the superintendent, principal, and department heads or supervisors. na 1 2 3 4
2. Candidates are selected on the basis of their qualifications for the particular position they are to fill. . . . . na 1 2 3 4
3. Both the amount and quality of each candidate's experience are examined. . . na 1 2 3 4
4. The college transcript of each candidate is examined. . . . . na 1 2 3 4
5. Recommendations from reliable sources are carefully and confidentially examined. na 1 2 3 4
6. Personal interviews are conducted with each candidate whose recommendations and credentials warrant further consideration. . . . . na 1 2 3 4
7. Whenever possible, the candidate is observed at work. . . . . na 1 2 3 4
8. na 1 2 3 4

Evaluations

a) How satisfactory are the methods used in the selection of professional staff members? . . . . na 1 2 3 4

b) How successful has the present administration been in selecting competent staff? . . . . na 1 2 3 4

Comments

2. Experience and Length of Service

Indicate below the experience of classroom teachers.

Number of Years of Experience	Length of Service in This School			Total School Experience		
	Number		Percent	Number		Percent
	Men	Women		Men	Women	
25 or more						
20–24						
15–19						
10–14						
5–9						
1–4						
Less than 1						
Total						

Evaluations

a) How satisfactory is the total amount of experience of teachers? . . . . na 1 2 3 4

b) How satisfactory is the length of service of teachers in this school? . . . . na 1 2 3 4

Comments

3. Staff Improvement

Checklist

Members of the school staff:

1. Make and use studies of students and community. . . . . na 1 2 3 4
2. Demonstrate a concern with the study and solution of educational problems. . . na 1 2 3 4
3. Help to plan and are active in faculty meetings. . . . . na 1 2 3 4
4. Use professional assistance from outside sources when necessary and desirable. . na 1 2 3 4
5. Use professional publications. . . . . na 1 2 3 4
6. Continue to increase their knowledge and understanding of their fields of specialization. . . . . na 1 2 3 4
7. Continue their formal education through organized courses or other approved means. . . . . na 1 2 3 4
8. Are adding to their cultural and educational growth by the following methods (check those which apply): . . . . . na 1 2 3 4
   - ____Programed studies.
   - ____Educational television.
   - ____Travel.
   - ____In-service activities; curriculum studies.
   - ____Teacher exchange programs.
   - ____Reading in their respective subject areas.
   - ____Participation in local, state, and federal governmental functions.
   - ____Joining and participating in professional organizations.
   - ____Being aware of and using recent research in their subject areas.
   - ____Becoming acquainted with high-speed data processing and student accounting as it applies to their subject areas and the management of the school.
9. na 1 2 3 4

Supplementary Data

1. List the studies or investigations that are currently being pursued.

2. List ways in which the staff members are adding to their cultural and educational growth.

Evaluations

a) *How extensive are the group study activities of the staff?* . . . . na 1 2 3 4

b) *How satisfactory is the systematic study done by individuals?* . . . . na 1 2 3 4

c) *How extensively are appropriate study materials available to staff members?* . . . . na 1 2 3 4

Comments

4. Salaries and Salary Schedules

Include here only classroom teachers who give part or full time to the secondary school. Report those employed full time by the school system at the actual salary received, regardless of whether or not full time is given to the secondary school. Report those employed only part time by the school system at the equivalent full-time salary. Thus, a teacher employed for half time service at $4,000 per year should be reported as receiving $8,000. If room and board constitute part of the remuneration, include them at a fair monetary equivalent and give allowance made for this factor under "Comments."

Indicate in the following table the number and percent of teachers in each salary classification.

Salary	Men	Women	Total	
			Number	Percent
Over $15,000				
$14,500–$14,999				
$14,000–$14,499				
$13,500–$13,999				
$13,000–$13,499				
$12,500–$12,999				
$12,000–$12,499				
$11,500–$11,999				
$11,000–$11,499				
$10,500–$10,999				
$10,000–$10,499				
$ 9,500–$ 9,999				
$ 9,000–$ 9,499				
$ 8,500–$ 8,999				
$ 8,000–$ 8,499				
$ 7,500–$ 7,999				
$ 7,000–$ 7,499				
$ 6,500–$ 6,999				
$ 6,000–$ 6,499				
$ 5,500–$ 5,999				
$ 5,000–$ 5,499				
Below $5,000				
Total				

Checklist

1. The school has a definite salary schedule, including regular increments, for professional staff members. . . . . na 1 2 3 4
2. Salaries provide for appropriate standards of living in terms of socioeconomic conditions in the community. . . . . na 1 2 3 4
3. The initial salary is determined by the amount of education and experience of candidates. . . . . na 1 2 3 4
4. Persons of the same type or rank of position receive equal salaries for equivalent education and experience (except as in 5 below). . . . . na 1 2 3 4
5. The salary schedule is sufficiently flexible to care for cases of unusual merit in order to recognize high qualifications, outstanding professional growth, or excellence of service rendered. . . . . na 1 2 3 4
6. The salary schedule provides incentive for staff members to continue professional advancement through additional education. na 1 2 3 4
7. Provision is made for equitable remuneration for all sponsors of student activities. . . . . na 1 2 3 4
8. na 1 2 3 4

Supplementary Data

1. Provide a copy of the salary schedule, including plan of increments or merit increases.

Evaluations

a) *How well does the salary schedule meet the provisions set forth above?* . . . . na 1 2 3 4

b) *How well is the salary schedule being followed?* . . . . na 1 2 3 4

c) *How adequate are the salaries paid teachers in terms of local socioeconomic conditions?* . . . . . na 1 2 3 4

Comments

5. Tenure, Leaves of Absence, Dismissals, and Retirement Provisions

Checklist

1. Tenure is provided after a successful probationary period. . . . . na 1 2 3 4
2. The dismissal of an employee is preceded by a warning and a written statement of reasons. . . . . na 1 2 3 4
3. Dismissal is made only after efforts to assist the employee have failed. . . . na 1 2 3 4
4. Employees are permitted to leave their regular school duties to attend professional meetings and visit other schools. . na 1 2 3 4
5. No deduction in pay is made for absences for professional purposes. . . na 1 2 3 4
6. Employees are allowed a number of days absence from school duties, without loss of pay, because of personal illness. (The number of days allowed per year is ______.) . . . . na 1 2 3 4
7. Sick leave is allowed to accumulate. (Total accumulation may not exceed ______ days.) . . . . na 1 2 3 4
8. Allowance is made for maternity leave without loss of status. . . . . . . na 1 2 3 4
9. Provision is made for sabbatical leave of absence on (check) full ____ or half ____ pay. . . . . na 1 2 3 4
10. Extended leave of absence is granted teachers to continue their education. . na 1 2 3 4
11. A contributory or other retirement plan is available. . . . . na 1 2 3 4
12. na 1 2 3 4

Supplementary Data

1. Describe the retirement system, indicating extent of staff participation, staff segments included, and major provisions.

Evaluations

a) *How adequate are conditions of tenure for professional staff members?* . . . . na 1 2 3 4

b) *How satisfactory are the provisions relating to leave of absence for professional staff members?* . . na 1 2 3 4

c) *How adequate is the retirement system for professional staff members?* . . . . na 1 2 3 4

Comments

D. NONINSTRUCTIONAL STAFF

1. Secretarial

The term "secretary" here refers only to members of the secretarial, clerical, and accounting segments of the staff.

Checklist

1. Secretaries are selected by the superintendent and principal. . . . . . . na 1 2 3 4
2. Secretaries are selected on the basis of their qualifications for the particular position they are to fill. . . . . . . na 1 2 3 4
3. Recommendations from reliable sources are carefully and confidentially examined. . . . . na 1 2 3 4
4. Salaries provide for appropriate standards of living in terms of the socioeconomic standards in the community. . . na 1 2 3 4
5. The initial salary is determined by the amount of training and experience of candidates. . . . . na 1 2 3 4
6. A definite salary schedule is in effect. . na 1 2 3 4
7. The salary schedule is sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service rendered. . . . na 1 2 3 4
8. Tenure is provided after a successful probationary period . . . . na 1 2 3 4
9. The dismissal of an employee is preceded by a warning and a written statement of reasons. . . . . na 1 2 3 4
10. Employees are allowed a number of days absence from school duties, without loss of pay, because of personal illness. (The number of days per year is ______.) . na 1 2 3 4
11. Sick leave is allowed to accumulate. (Total accumulation may not exceed ______ days.) . . . . na 1 2 3 4
12. A contributory retirement plan is available. . . . . na 1 2 3 4
13. In-service training programs are provided. . . . . na 1 2 3 4
14. na 1 2 3 4

Evaluations

a) *How satisfactory are the methods for selecting secretaries?* . . . . na 1 2 3 4

b) *How adequate are salaries?* . . . . na 1 2 3 4

c) *How satisfactory are the working conditions?* . . . . na 1 2 3 4

d) *How satisfactorily do secretaries perform their duties?* . . . . na 1 2 3 4

Comments

2. Custodial and Maintenance Personnel

Checklist

1. Staff members are selected on the basis of their qualifications for the particular position they are to fill. na 1 2 3 4
2. The principal has a part in the selection and assignment of custodial and maintenance staff. na 1 2 3 4
3. Recommendations from reliable sources are carefully and confidentially examined. na 1 2 3 4
4. Salaries provide for appropriate standards of living in terms of the socioeconomic standards of the community. na 1 2 3 4
5. The initial salary is determined by the amount of training and experience of candidates. na 1 2 3 4
6. A definite salary schedule, including regular increments, is in effect. na 1 2 3 4
7. The salary schedule is sufficiently flexible to allow for cases of unusual merit in order to recognize high qualifications or excellence of service rendered. na 1 2 3 4
8. Tenure is provided after a successful probationary period. na 1 2 3 4
9. The dismissal of an employee is preceded by a warning and a written statement of reasons. na 1 2 3 4
10. Employees are allowed a number of days absence from school duties, without loss of pay, because of personal illness. (The number of days per year is ______.) na 1 2 3 4
11. Sick leave is allowed to accumulate. (Total accumulation may not exceed ______ days.) na 1 2 3 4
12. A contributory retirement plan is available. na 1 2 3 4
13. Custodians use equipment and supplies efficiently and economically. na 1 2 3 4
14. Staff members try out and test various methods, materials, supplies, and equipment to improve the efficiency and effectiveness of their work. na 1 2 3 4
15. Staff members give special attention to conditions affecting health and safety. na 1 2 3 4
16. Staff members understand their relationships and the nature of their contributions to the educational program. na 1 2 3 4
17. In-service training programs are provided. na 1 2 3 4
18. Staff members are particularly alert to the prevention of accidents. na 1 2 3 4
19. na 1 2 3 4

Supplementary Data

1. Discuss the retirement plan.

Evaluations

a) How satisfactory are the methods used in selecting custodial and maintenance staff? na 1 2 3 4

b) How adequate are the salaries? na 1 2 3 4

c) How satisfactory are working conditions? na 1 2 3 4

d) How well do members of the custodial and maintenance staff perform their duties? na 1 2 3 4

Comments

3. Health and Medical Staff

Checklist

1. The health and medical staff members are selected on the basis of their qualifications for the position they are to fill. na 1 2 3 4
2. A registered nurse is on duty or is available when school is in session. na 1 2 3 4
3. A doctor is available (on call) when school is in session. na 1 2 3 4
4. At least one person qualified to administer first aid is always in the school building when school is in session. na 1 2 3 4
5. Students are given dental and physical examinations periodically. na 1 2 3 4
6. The health and medical staff, upon request, assist parents in securing professional services to correct remediable defects of students. na 1 2 3 4
7. A written policy for dealing with emergencies is in effect. na 1 2 3 4
8. na 1 2 3 4

Supplementary Data

1. Discuss the requirements for dental and physical examinations of students.

Evaluations

a) *How adequate is the health and medical staff?* na 1 2 3 4

Comments

4. Food Services Staff

If a catering service or other contractual arrangement is used, describe and evaluate it under Supplementary Data rather than using the checklist and evaluation provided.

Checklist

The food service manager:

1. Is a full-time employee whose primary staff concern and interest is food services and nutrition education. na 1 2 3 4
2. Has had previous experience in school food services. na 1 2 3 4
3. Has continued professional training. na 1 2 3 4
4. Meets the requirements that have been established for this position. na 1 2 3 4

In regard to other food service personnel:

5. Competent personnel are provided for operation of the food services program. na 1 2 3 4
6. In-service education is encouraged and provided for food services employees. na 1 2 3 4
7. Employees give evidence of training and interest in the food services program through their personal appearance and manner. na 1 2 3 4
8. A definite salary schedule is in effect, including benefits, regular increments, and opportunities for promotion. na 1 2 3 4
9. Health examinations, including tests for tuberculosis and venereal diseases, are required annually. na 1 2 3 4
10. na 1 2 3 4

Supplementary Data

1. Annual turnover among the food services staff is ____ percent of personnel employed. (Compute average over the last five years.)
2. Include an exhibit of the salary schedule and employee benefits.

Evaluations

a) *How adequate is the training of the food services manager?* na 1 2 3 4

b) *How adequate is the preparation of members of the school food services staff?* na 1 2 3 4

c) *How satisfactory are the personal qualifications of the school food services staff?* na 1 2 3 4

Comments

II. ORGANIZATION AND MANAGEMENT

A. STUDENT ACCOUNTING

For detailed information regarding cumulative record and other guidance data, see Section 7, "Guidance Services."

Checklist

1. An up-to-date record of all students is available. . . . . na 1 2 3 4
2. Records of former students are available. (Records are available for ____ years.) . . . . na 1 2 3 4
3. Records give date and reason for withdrawal of students. (Records are available for ____ years.) . . . . . . na 1 2 3 4
4. Records give information about accidents, including injuries. . . . . . na 1 2 3 4
5. Anticipated enrollments are secured in order to plan for future educational needs. . . . . na 1 2 3 4
6. An accurate daily attendance record is maintained. . . . . na 1 2 3 4
7. Forms are provided for teachers to report absence or tardiness. . . . . na 1 2 3 4
8. Absentee reports are provided to all teachers early in the school day. . . . na 1 2 3 4
9. Attendance is checked during each class period. . . . . na 1 2 3 4
10. Excused absence forms are used. . . na 1 2 3 4
11. Admission slips are used when students return to class after absence or tardiness. . . . . na 1 2 3 4
12. Schedule cards show where each student should be at all times. . . . . . na 1 2 3 4
13. Follow-up records are maintained on students who have withdrawn or graduated. . . . . na 1 2 3 4
14. Permanent records are kept in fireproof storage. . . . . na 1 2 3 4
15. na 1 2 3 4

Supplementary Data

1. Attach copies of all forms used in student accounting.

Evaluations

a) *How adequate are the forms used in student accounting?* . . . . na 1 2 3 4

b) *How effective are the student accounting methods?* . . . . na 1 2 3 4

Comments

B. REPORTS TO PARENTS

Checklist

1. Parents receive periodic reports from the school concerning student progress. (The number of reports per year is ________.) na 1 2 3 4
2. Parents receive additional reports concerning needs or progress of students when appropriate. . . . . na 1 2 3 4
3. Parents are encouraged to comment on reports. . . . . na 1 2 3 4
4. Parents, teachers, and counselors confer on problems indicated by the reports. . na 1 2 3 4
5. Parents and staff members are consulted in the development of report forms and systems. . . . . na 1 2 3 4
6. na 1 2 3 4

Supplementary Data

1. Attach copies of all report forms used in reporting student progress to parents.

Evaluations

a) *How satisfactory are the forms for reporting student progress?* . . . . na 1 2 3 4

b) *How satisfactory is the system for reporting student progress to parents?* . . . . na 1 2 3 4

Comments

C. SCHOOL FINANCE

This section refers only to the financial provisions and accounting systems of the school being evaluated, including student activities funds.

Checklist

1. Secondary school finance is a unit in the school system's centralized business administration. . . . . na 1 2 3 4
2. The accounting system gives a complete record of all funds received and expended and the amount of each transaction. . . . . na 1 2 3 4
3. Forms and procedures have been devised for all financial transactions, including transactions for the student activities program. . . . . na 1 2 3 4
4. Accurate financial reports are made periodically to the proper administrative authority. . . . . na 1 2 3 4
5. All budgetary requests are supported by a statement of the needs of the educational program. . . . . na 1 2 3 4
6. Members of the school staff participate in the preparation of budgetary requests. . . . . na 1 2 3 4
7. Budget estimates are made after careful study of previous expenditures, changes in costs, and future educational and enrollment needs. . . . . na 1 2 3 4
8. Inventories made at least annually include adequate data concerning each item and the person, room, or department to which the item is charged. . na 1 2 3 4
9. Careful audits are made of all funds. . na 1 2 3 4
10. Employees responsible for handling funds and accounts are bonded. . . . na 1 2 3 4
11. na 1 2 3 4

Supplementary Data

1. Describe the accounting system.

Evaluations

a) *How efficient are the accounting procedures in the school?* . . . . na 1 2 3 4

b) *How extensively do professional and nonprofessional members of the staff participate in planning budgetary requests?* . . . . na 1 2 3 4

c) *How satisfactory are the forms which are used?* . . . . na 1 2 3 4

Comments

D. SCHOOL SCHEDULE AND CLASS LOAD

Checklist

1. The schedule is designed to bring together teachers, students, materials, and facilities in the most effective manner. na 1 2 3 4
2. The schedule provides for the most effective use of teachers' abilities and time. . . . . na 1 2 3 4
3. Teachers participate in decisions about class size and frequency of meetings. . na 1 2 3 4
4. The schedule provides for sufficient time for teacher preparation, planning, and student conferences. . . . . . . na 1 2 3 4
5. Computer assistance is utilized when available. . . . . na 1 2 3 4
6. The schedule provides maximum opportunity for students to accept responsibility for their own learning. na 1 2 3 4
7. The master schedule includes teacher, student, and room assignments and information about classes and the times they meet. . . . . na 1 2 3 4
8. The master schedule is designed to keep conflicts to a minimum. . . . . . na 1 2 3 4
9. The various assignments of teachers and the assistance they are provided are considered when determining teacher load. na 1 2 3 4
10. The schedule provides for opportunity to engage in new instructional designs and methods (such as team teaching, large- and small-group instruction, independent study, and ungraded classes). . . . na 1 2 3 4
11. na 1 2 3 4

Supplementary Data

1. What kinds of assistants (such as clerical or teacher aides) are provided to teachers?

2. Describe the features of the school schedule, its construction and operation.

Evaluations

a) How adequately does the schedule provide for efficient teaching-learning relationships? . . . . . na 1 2 3 4

b) How satisfactory are teacher loads? . . . . na 1 2 3 4

Comments

E. MAINTENANCE AND OPERATION OF FACILITIES

Checklist

1. Regular inspections of buildings and grounds provide checks on conditions affecting safety of school personnel. . . na 1 2 3 4
2. Regular inspections of buildings and grounds provide checks on conditions affecting health. . . . . na 1 2 3 4
3. Regular inspections provide checks on the economic efficiency of the facilities operation. . . . . na 1 2 3 4
4. Repairs and improvements, except in emergencies, are made during vacation periods. . . . . na 1 2 3 4
5. Emergencies are reported to the principal immediately. . . . . na 1 2 3 4
6. Emergency repairs are made promptly. na 1 2 3 4
7. Regular maintenance procedures do not interfere with the school program. . . na 1 2 3 4
8. Fire regulations are observed at all times. . . . . na 1 2 3 4
9. Fire drills for all school personnel are held and evaluated periodically. . . . na 1 2 3 4
10. Civil defense or security drills for all school personnel are held periodically. . na 1 2 3 4
11. Student traffic throughout the building is planned to avoid congestion and to ensure safety. . . . . na 1 2 3 4
12. Regulations provide for the orderly parking of staff and student automobiles. . na 1 2 3 4
13. Hazardous conditions and practices observed by students and staff members are reported to the principal. . . . na 1 2 3 4
14. Reports regarding unsafe conditions are acted upon. . . . . na 1 2 3 4
15. Procedures are clearly established for prompt reports of vandalism, trespass, and organized interference with school personnel, programs, or facilities. . . na 1 2 3 4
16. All buildings meet local or state public safety requirements. . . . . . . na 1 2 3 4
17. na 1 2 3 4

Supplementary Data

1. Discuss the frequency of inspections and procedures.

Evaluations

a) How adequate are the inspection procedures? . . . . na 1 2 3 4

b) How satisfactory are the provisions for emergency repairs? . . . . na 1 2 3 4

c) How adequate are the provisions for efficient passage of students throughout the building? . . . na 1 2 3 4

Comments

F. FOOD SERVICES

Although the responsibility for such provisions as are listed below may be delegated to qualified personnel, the school administration keeps in close touch with food services activities.

Checklist

1. Policies, procedures, regulations, and instructions of the school food services are in written form. . . . . na 1 2 3 4
2. There are written procedures for emergency feeding and care. . . . . . na 1 2 3 4
3. An accounting system safeguards money and supplies. . . . . na 1 2 3 4
4. Employees responsible for handling funds and accounts are bonded. . . . na 1 2 3 4
5. Funds are insured. . . . . na 1 2 3 4
6. Provision is made for food services for students and faculty. . . . . . . na 1 2 3 4
7. A good quality of food is served. . . na 1 2 3 4
8. Food is adequate in quantity. . . . na 1 2 3 4
9. Food is provided at moderate cost. . . na 1 2 3 4
10. A varied menu permits a nutritionally balanced diet. . . . . na 1 2 3 4
11. Food is served in an attractive manner. na 1 2 3 4
12. Provision is made for education of students in food selection and eating habits. na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. Average number of meals served daily to: Students ______; Adults ______.
2. Describe the method of accounting and budgeting for food services.

Evaluations

a) How nutritionally adequate are the meals served? . . . . na 1 2 3 4

b) How adequate is the supervision of the dining area and services? . . . . na 1 2 3 4

c) To what extent are the meals attractively served? . . . . na 1 2 3 4

Comments

G. TRANSPORTATION OF STUDENTS

The following characteristics of transportation service should be checked regardless of who provides the service.

Checklist

1. Bus schedules are planned to permit transported students to participate in the entire educational program. . . . na 1 2 3 4
2. All school bus routes, regulations for bus drivers, and other aspects of the transportation service are analyzed each year in the light of past experience and present needs, to ensure that the school bus service is safe. . . . . na 1 2 3 4
3. Bus schedules and routes are planned to provide efficient and economical transportation services. . . . . na 1 2 3 4
4. Drills are held regularly in which riders evacuate the bus by way of the emergency door. . . . . na 1 2 3 4
5. Bus drivers are selected on the basis of adequate standards of character, emotional stability, driving experience, physical condition, and knowledge of driving. . . . . na 1 2 3 4
6. Bus drivers are required to pass a complete physical examination before employment and periodically thereafter. . na 1 2 3 4
7. School bus drivers receive instruction and assistance in promoting safe habits among student passengers. . . . . na 1 2 3 4
8. Instruction in driving and in traffic regulations is given to all bus drivers. . . na 1 2 3 4
9. Bus drivers are courteous and cooperative in their relationship with school personnel. . . . . na 1 2 3 4
10. Bus drivers are careful about their personal appearance and habits. . . . . na 1 2 3 4
11. Bus drivers are qualified to render emergency first aid. . . . . na 1 2 3 4
12. Salaries of bus drivers are related to appropriate standards of living in the community. . . . . na 1 2 3 4
13. A definite traffic pattern has been established for school bus drivers to use in approaching, loading and unloading, and parking on and leaving the school grounds. . . . . na 1 2 3 4
14. The traffic pattern eliminates the need for backing the bus on the school grounds. . . . . na 1 2 3 4
15. Whenever a school bus is used for trips, definite and well-understood safety procedures and regulations are followed. na 1 2 3 4
16. Each accident involving a school bus is reported promptly and investigated carefully, so that effective steps may be taken to prevent further accidents of the same type. . . . . na 1 2 3 4
17. Buses are provided for the transportation of students needing such service in accordance with state and local policies and standards. . . . . na 1 2 3 4
18. All buses meet legal standards for the transportation of students. . . . . na 1 2 3 4
19. Buses are maintained in effective and safe operating condition. . . . . . na 1 2 3 4
20. Buses are inspected daily and maintained in sanitary condition. . . . na 1 2 3 4
21. Equipment is provided for drivers to make minor repairs. . . . . . . na 1 2 3 4
22. Buses are available for transporting students on educational trips. . . . . na 1 2 3 4
23. na 1 2 3 4

Supplementary Data

1. Number of students transported at school expense. . . . . ________
2. Percent of total enrollment transported at school expense . . . . ________%
3. Percent of enrollment eligible for transportation . . . . ________%
4. Submit a copy of the bus schedule.
5. Describe the provisions for developing appropriate attitudes and habits related to conduct on buses.

Evaluations

a) *How satisfactory is the organization of the transportation service?* . . . . na 1 2 3 4

b) *How satisfactory are the qualifications of bus drivers?* . . . . na 1 2 3 4

c) *How carefully do drivers carry out their responsibilities for the safety and conduct of students?* . . na 1 2 3 4

d) *How adequate are the facilities for transportation of students?* . . . . na 1 2 3 4

e) *To what degree are transportation facilities maintained in effective and safe condition?* . . . . na 1 2 3 4

Comments

H. HEALTH SERVICES

School health services will vary according to state legislation, the size of the school, available resources in personnel and equipment, and administrative provisions.

Checklist

1. Parents are encouraged during individual conferences to seek help for children's remediable defects. na 1 2 3 4
2. School health services offer assistance in the identification and education of handicapped students, including those who are mentally retarded or emotionally disturbed. na 1 2 3 4
3. Health procedures include the use of cumulative health appraisal records, which accompany students from grade to grade and from school to school. na 1 2 3 4
4. Screening tests for hearing impairment are conducted annually by qualified personnel. na 1 2 3 4
5. Screening tests for vision impairment are conducted annually by qualified personnel. na 1 2 3 4
6. Medical examinations are required periodically during the secondary school years. Such medical examinations may be given by the family physician or by the school medical adviser. na 1 2 3 4
7. Medical examinations are required before students are admitted to participation in strenuous athletics. na 1 2 3 4
8. The school nurse initiates follow-up steps to ensure needed care for all students, taking into account all available treatment facilities. na 1 2 3 4
9. The school has written health policies including disease-control measures, such as quarantine, vaccination, and inoculation. These policies incorporate public health department rules or regulations. na 1 2 3 4
10. First aid supplies are available. na 1 2 3 4
11. Reports on all serious accidents are filed with the principal for liability purposes and are analyzed for instructional purposes and the prevention of accidents. na 1 2 3 4
12. Parents are informed immediately when a student is injured or becomes ill. na 1 2 3 4
13. The school health service cooperates with local health and sanitation agencies. na 1 2 3 4
14. na 1 2 3 4

Supplementary Data

1. Indicate the organization of school health services with a chart and a description on a separate sheet, showing administrative responsibilities and interrelationships with the instructional staff and community groups.

Evaluations

a) *How effectively do teachers and counselors cooperate in appropriate phases of the school health services program?* na 1 2 3 4

b) *How satisfactory are the health appraisal procedures?* na 1 2 3 4

c) *How effective are the procedures for the prevention and control of communicable diseases?* na 1 2 3 4

d) *How well are emergencies involving illness or injury met?* na 1 2 3 4

e) *To what extent do the school health services meet the needs of students as indicated in Section 2, "School and Community"?* na 1 2 3 4

Comments

III. COMMUNITY RELATIONS

A. PROVIDING INFORMATION

Checklist

The school furnishes the community with information concerning the:

1. Purposes and objectives of the school. na 1 2 3 4
2. Program of studies. na 1 2 3 4
3. Student activities program and its objectives. na 1 2 3 4
4. Instructional materials center and its services. na 1 2 3 4
5. School staff—its personnel and organization. na 1 2 3 4
6. School facilities and equipment. na 1 2 3 4
7. Financial needs of the educational program. na 1 2 3 4
8. Business management of the school. na 1 2 3 4
9. School guidance program. na 1 2 3 4
10. School program of safety and safety education. na 1 2 3 4
11. Community organizations having relationships with the school. na 1 2 3 4
12. Rules and regulations regarding school attendance and transportation service. na 1 2 3 4
13. Rules and regulations regarding student conduct while students are under school supervision. na 1 2 3 4
14. Achievement of individual students and student groups. na 1 2 3 4
15. School events. na 1 2 3 4
16. Career and college opportunities open to graduates. na 1 2 3 4
17. Procedures for arranging parent conferences. na 1 2 3 4
18. Established codes of student conduct and dress. na 1 2 3 4
19. na 1 2 3 4

Evaluations

a) *How adequately is the community informed about the school?* na 1 2 3 4

Comments

B. COMMUNITY SERVICES

Checklist

1. The school administration encourages community use of school facilities and services. na 1 2 3 4
2. Members of the school staff are active in community organizations, such as churches, service clubs, youth organizations, and safety organizations. na 1 2 3 4
3. The school administration encourages organized recreational activities on school premises during vacation periods. na 1 2 3 4
4. The school encourages the community to use school facilities for public forums to discuss educational, social, economic, or other problems. na 1 2 3 4
5. School facilities and services are made available to the public at such times and under such conditions as will not interfere with the school program. na 1 2 3 4
6. The following plant facilities are available for community use (check those available): na 1 2 3 4

    ____Auditorium.
    ____Classrooms.
    ____Library.
    ____Lunchrooms.
    ____Counseling facilities.
    ____Gymnasium and play areas.
    ____Music rooms.
    ____Shop and laboratory rooms.
    ____Others. ______________________________
    ____
    ____

7. Counseling services are available to parents. na 1 2 3 4
8. Educational exhibits are provided for the community by the school. na 1 2 3 4
9. na 1 2 3 4

Evaluations

a) *How extensively are school facilities being used in relation to the needs of the community for such facilities?* na 1 2 3 4

b) *How active are school personnel as participants in community organizations and endeavors?* na 1 2 3 4

Comments

C. CONTINUING EDUCATION

Checklist

1. The educational needs of the out-of-school members of the community are met through:
   a) Provision for informal group meetings. . . . . na 1 2 3 4
   b) Apprentice training and trade extension. . . . . na 1 2 3 4
   c) School community activities such as PTA. . . . . na 1 2 3 4
2. Formal classes for adults and out-of-school youth are offered in the following areas (check those offered): . . . . na 1 2 3 4
   ____Elementary subjects.
   ____Secondary subjects.
   ____Vocational courses.
   ____Noncredit courses.
3. The budget provides for expenditures for maintenance, administrative costs, salaries of instructors, and instructional materials. . . . . na 1 2 3 4
4. Educational programs for adults and out-of-school youth are supported by the following (check those which apply): . . . na 1 2 3 4
   ____Federal aid.
   ____State aid.
   ____Local tax.
   ____Tuition fees.
   ____Service fees.
   ____Registration or enrollment fees.
   ____Contributions.
   ____Other. ______________________
5. The program offers credit toward a high school diploma. . . . . na 1 2 3 4
6. na 1 2 3 4

Supplementary Data

1. Describe briefly the plan for education for adults and out-of-school youth, emphasizing any elements not included above.

2. Give any readily available facts about enrollment, growth, and interest in the program.

Evaluations

a) *How extensive are the provisions made by the school for education for adult and out-of-school youth?* na 1 2 3 4
b) *How adequate are the provisions as suggested by enrollment or attendance?* . . . . na 1 2 3 4
c) *How satisfactory is the financing of the program?* . . . . na 1 2 3 4

Comments

D. SCHOOL-COMMUNITY RELATIONS

Checklist

1. The principal endeavors to establish and maintain cordial relations with local editors and reporters. . . . . . . na 1 2 3 4
2. Staff members and students report promptly items that have news value to the person in charge of publicity for the school. . . . . na 1 2 3 4
3. The school cooperates with other social and educational agencies to promote the welfare of the community and its youth. na 1 2 3 4
4. Parents and other citizens in the community are aided in gaining understanding of the needs of the school. . . . na 1 2 3 4
5. An organization of parents and teachers is an important means of securing better cooperation between school and community. . . . . na 1 2 3 4
6. School assembly programs, school publications, athletic contests, and special events are used to promote better understanding between school and community. na 1 2 3 4
7. The school has special occasions for interpreting the school—its needs, activities, policies, and the like—to the community. . . . . na 1 2 3 4
8. The school has one or more special sessions when all parents of students are invited to observe the regular classwork and activities. . . . . na 1 2 3 4
9. The school uses various types of exhibits and demonstrations to interpret its work. . . . . na 1 2 3 4
10. Commencement exercises assist in interpreting the school to the community. . na 1 2 3 4
11. na 1 2 3 4

Supplementary Data

1. Describe any special aspects of school-community relations.

Evaluations

a) How well does the school use the public and school press to promote better school-community relations? na 1 2 3 4

b) How effectively are school activities used to promote desirable school-community relations? . . . . na 1 2 3 4

c) How well does the community support school activities? . . . . na 1 2 3 4

Comments

IV. CRITERIA APPLYING PARTICULARLY TO NONPUBLIC SCHOOLS

A. ADMINISTRATION OF DORMITORIES AND DORMITORY LIFE

Checklist

1. The relationships between the administration and students and the general tone and atmosphere are like those of a well-regulated and well-adjusted home. na 1 2 3 4
2. Regulations regarding conduct are minimal and their justification is well understood. na 1 2 3 4
3. Privileges, together with accompanying responsibilities, are well understood. na 1 2 3 4
4. Time schedules regarding meals, classes, study, recreation, and sleep are published and used judiciously. na 1 2 3 4
5. Provisions are made for keeping the parents fully informed regarding student progress and conduct. na 1 2 3 4
6. Provisions are made for visits by parents or other relatives and friends. na 1 2 3 4
7. Each student is encouraged to make a carefully prepared budget and to account for all his receipts and expenditures. na 1 2 3 4
8. The school provides for the safekeeping of funds and other valuables of students. na 1 2 3 4
9. Provision is made for religious life and activities. na 1 2 3 4
10. Provision is made for student participation in the government and direction of dormitory life. na 1 2 3 4
11. Relationships between the administration and students are characterized by a helpful attitude. na 1 2 3 4
12. na 1 2 3 4

Supplementary Data

1. Describe any special features of dormitory life.

Evaluations

a) How adequate is the supervision of dormitories and dormitory life? na 1 2 3 4

b) How satisfactorily do students participate in the supervision of dormitory life? na 1 2 3 4

Comments

B. COMMUNITY RELATIONS APPLYING PARTICULARLY TO NONPUBLIC SCHOOLS

Checklist

Publicity materials used by the school:

1. Give the specific purposes and objectives of the school. na 1 2 3 4
2. Outline the nature and extent of the educational offerings of the school. na 1 2 3 4
3. Explain the costs to the student, showing what is included in the general or usual cost, and also what are the costs of extra items. na 1 2 3 4
4. List the teaching staff and the preparation of each member. na 1 2 3 4
5. Describe the nature and costs of leisure and recreational activities of the school. na 1 2 3 4
6. Explain the nature and extent of the regulations governing the conduct and privileges of the students. na 1 2 3 4
7. Describe accurately the dormitory and dining facilities that are a definite part of the school life and program. na 1 2 3 4
8. Limit their illustrative material to conditions or facilities that are a definite part of the school life and program. na 1 2 3 4

Other relationships:

9. The financial status and resources of the school are such as to support the offerings and other conditions set forth in the school's promotional material. na 1 2 3 4
10. Only those prospective students are solicited whose present and prospective plans and needs may be adequately met by the school. na 1 2 3 4
11. Those wishing to enroll in the school are clearly informed regarding the nature and extent of the school's program. na 1 2 3 4
12. Interschool relationships are restricted to such schools and activities as will promote the educational welfare of the students. na 1 2 3 4
13. na 1 2 3 4

Supplementary Data

1. Attach exhibits of materials used.
2. Describe any particularly successful procedures and materials.

Evaluations

a) *How well does the school's publicity material describe the school?* na 1 2 3 4

b) *How well are such conditions as those described in checklist items 9–12 above provided for in the organization of the school?* na 1 2 3 4

c) *How carefully are such provisions followed in practice?* na 1 2 3 4

Comments

V. SPECIAL CHARACTERISTICS OF SCHOOL STAFF AND ADMINISTRATION

1. In what respects are the school staff and administration most satisfactory and commendable?

2. In what respects are the school staff and administration most in need of improvement?

3. Recommend, in order of priority, steps for the improvement of existing weaknesses in the school's staffing and administration?

VI. GENERAL EVALUATION OF SCHOOL STAFF AND ADMINISTRATION

Evaluations

a) *To what extent do the school staff and administration meet the needs of students as indicated in Section 2, "School and Community"?* . . . . na 1 2 3 4

b) *To what extent are the policies and procedures of the school staff and administration consistent with the philosophy and objectives as developed in Section 3, "Philosophy and Objectives"?* . . . . na 1 2 3 4

c) *To what extent is the school identifying problems related to school staff and administration and seeking their solution?* . . . . na 1 2 3 4

SECTION

Individual Staff Member 10

GUIDING PRINCIPLES

A competent staff is an indispensable element of a good school. Such a staff is not merely a collection of individually competent persons; it is a cooperating group whose members have common purposes and are motivated by common ideals. Each member gives evidence of awareness and understanding of educational problems and shows continued professional growth. Before selection to the staff, each member produces evidence of adequate preparation for his particular task and of the attributes needed to teach and work with youth. Diversity of preparation and of viewpoints is desirable for a well-rounded staff, and its members should have the ability and will to work together willingly, harmoniously, and efficiently for the good of students and school.

In the selection of individual staff members, attention is given to teaching ability, personality, health, and character. Each staff member has a broad general education, extensive preparation in his specialty, and appropriate social development.

Name ______________________________

School ______________________________

Position ______________________________
(If part time, indicate fraction of full time given to this school)

Subject(s) taught ______________________________

____

Date ______________________________

EVALUATIVE CRITERIA
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INSTRUCTIONS

This section is to be filled out by each member of the professional staff. The material called for serves two purposes. First, it helps each staff member to make a considered examination of his present status as a professional person. Second, it provides a summary of information useful in viewing the staff of a given department or of the school as a whole. For some items, approximations are acceptable—for example, a staff member need not seek records to determine whether it is 31 or 32 semester hours of credit that he has in a specific area. If he is uncertain about what information is wanted, he should ask the steering committee for guidance. Here, as in other sections of the *Evaluative Criteria,* the staff member is encouraged to modify any item to make it more acceptable or understandable and also to feel free to provide any additional information that he feels will be helpful.

Each staff member should keep a file of official documents related to his preparation and experience.

I. TEACHER LOAD AND ASSIGNED DUTIES

Complete the table below for each class and assigned duty or activity. In some subjects, such as physical education, it may be more satisfactory to report by grades rather than classes or sections. Assigned duties include regular activities such as study hall, library, supervision, guidance, committee work, research activities, and all extraclass student activities. Be sure to include all activities, whether or not they are eligible for additional compensation. As the final category, fill in the number of unassigned periods or hours per week. Use the space below the table to describe additional elements of your work load.

List Each Class Taught and Each Assigned Duty or Activity	Grade Level(s)	Number Students Enrolled or Participating	Periods or Modules	
			Number per Week	Length in Minutes of Each
Unassigned	—	—		

II. PREPARATION AND EXPERIENCE

List data chronologically for each of the following categories, starting with the most recent date. If necessary, attach additional sheets of supplementary data.

A. Secondary school(s)

School Attended	*Place*

B. College and university

Name of Institution	*Dates Attended*	*Degree*	*Major Subject*	*Minor Subject*	*Semester Hours (approximate)*		*Professional Education (approx. hrs.)*
					Major	*Minor*	
				Total:			

C. Student or intern teaching

School ____________________ *Community* ____________________

State ____________________ *Year* ____________________

D. School experience

Name of Institution	*City*	*State*	*Number of Years*	*Position or Nature of Work*

E. List significant nonschool experience, including military service (convert part-time experience to an approximate full-time equivalent under "Number of Years")

Organization	*City*	*State*	*Number of Years*	*Position*

F. Other in-service study, professional travel, institutes, etc., in which you have participated during the past five years

Name or Nature of Activity	*Date*	*Place*	*Brief Description*

G. Current certificate

*Date*__________ *Type or name*____________________ *Agency issuing*________________

*Administrative position approved*________________ *Subjects endorsed*________________

III. PROFESSIONAL ACTIVITIES

In general, the data below are for the last three years, but any activity related to professional matters that is of special significance to you should be included regardless of when it was carried out.

A. Membership in professional organizations

Indicate the name of national, state, and local professional organizations in which membership is held (e.g., National Education Association, National Council for the Social Studies, American Federation of Teachers).

1. ______________________ 5. ______________________

2. ______________________ 6. ______________________

3. ______________________ 7. ______________________

4. ______________________ 8. ______________________

B. Professional and community participation

List published materials, elective offices held, appointments, and other activities of a professional or community nature.

1. ____

2. ____

3. ____

4. ____

5. ____

6. ____

C. Curriculum improvement

Describe briefly any involvement you may have had in recent years in projects for the improvement of instruction, curriculum studies, and experimentation either in this school or under other auspices.

IV. ANALYSIS OF TEACHING CONDITIONS

The following questions are applicable to all members of the school faculty.
Answers should be as specific and concise as possible.

A. What factors contribute most to your effectiveness as a faculty member in this school?

B. What factors seem to *limit* your effectiveness?

C. What changes do you recommend in order to improve your effectiveness?

D. What characteristics of this school and the community are most likely to *facilitate* implementation of recommendations made in question "C" above?

E. What characteristics of this school and community are most likely to *impede* implementation of recommendations made in question "C" above?

Continued on next page

IV. ANALYSIS OF TEACHING CONDITIONS—Continued

F. Individual Contribution

1. What part of your work gives you the greatest satisfaction?

____

____

____

2. What do you think is your greatest contribution?

____

____

____

SECTION
11

Summary of the Self-Evaluation

NAME OF SCHOOL________________________________ **DATE**______________

Prepared by Self-Evaluation Steering Committee

______________________ ______________________ ______________________

______________________ ______________________ ______________________

______________________ ______________________ ______________________

GUIDING PRINCIPLES

In any evaluative undertaking, it is desirable to summarize the findings, and a school evaluation is no exception. A summary provides many benefits, as well as marks the conclusion of the study. It constitutes one form of record of the major findings and adds emphasis to those major findings.

The order of summary statements should follow the same order as the sections listed below:

2 School and Community
3 Philosophy and Objectives
4 Curriculum
  4-1 Agriculture
  4-2 Art (Including Crafts)
  4-3 Business Education
  4-4 Distributive Education
  4-5 Driver and Traffic Safety Education
  4-6 English
  4-7 Foreign Languages
  4-8 Health Education
  4-9 Home Economics
  4-10 Industrial Arts
  4-11 Mathematics
  4-12 Music
  4-13 Physical Education
  4-14 Religion
  4-15 Science
  4-16 Social Studies
  4-17 Special Education
  4-18 Trade, Technical, and Industrial Education
5 Student Activities Program
6 Educational Media Services—Library and Audio-Visual
7 Guidance Services
8 School Facilities
9 School Staff and Administration
10 Individual Staff Member

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INSTRUCTIONS

The self-study steering committee is responsible for completing the Summary of the Self-Evaluation section.

Using the major findings as a base, the school can embark on a program, according to a schedule of priorities, to improve conditions found to be below a desired level. After a sufficient length of time for progress to have been made, the summary and priorities established can be reviewed to provide the basis for a follow-up of the evaluation. Regular follow-up and review help make evaluation a continuous process rather than one that is completed and then forgotten. Continuous attention such as this is conducive to improvement of any school.

The form of the summary should be kept simple and short; yet it should contain the major findings of the report. It is suggested that two general types of entries be made in the summary: one citing strengths and one citing weaknesses that need considerable attention. A school will want to consider that portion of each section of the *Evaluative Criteria* entitled "Special Characteristics." From this section, the *major* strengths and weaknesses can be discerned and a description of them placed in the summary. Of course, any section not evaluated by the school should be omitted.

The following are examples of the two general types of entries that might be used in the Summary section:

Example 1

MAJOR STRENGTH OF THE SCHOOL

Cited in Section No. 9

Section title: School Staff and Administration *Page 333*

Description of Strength:

A well-planned system of teacher assistants provides teachers with released time from clerical duties for more creative work.

Provisions That Contribute to This Success:

Money is available for this purpose. The system is well planned. It has teacher acceptance. The staff has a professional, forward-looking attitude.

Example 2

MAJOR WEAKNESS OF THE SCHOOL

Cited in Section No. 7

Section title: Guidance Services *Page 298*

Description of Weakness:

The school does not have a comprehensive testing program. The achievement testing is irregular and given at only one grade level. Entrance testing is not carried out for incoming ninth-grade students or transfers. There is no schedule available of the tests administered in the school. The school has no written policy or suggestions for use of test data.

Recommendations for Improvement:

A national standardized battery such as the Iowa Tests of Educational Development or Sequential Tests of Educational Progress should be administered annually in the fall.

The summary may be written on the following pages plus additional sheets, or entirely on separate sheets.

NOTE: The following forms are suggested for use in summarizing the self-evaluation; they should, of course, be modified as necessary to suit the needs of the individual school.

Major Strength of the School

Cited in Section No._____, Section title____, Page(s)_____

Description of Strength: ____

Provisions That Contribute to This Success: ______________________________

Major Weakness of the School

Cited in Section No._____, Section title____, Page(s)_____

Description of Weakness: ____

Recommendations for Improvement: ____________________________________

Major Strength of the School

Cited in Section No._____, Section title____, Page(s)_____

Description of Strength: ____

Provisions That Contribute to This Success: ______________________________

Major Weakness of the School

Cited in Section No._____, Section title____, Page(s)_____

Description of Weakness:____

Recommendations for Improvement:____

Major Strength of the School

Cited in Section No._____, Section title____, Page(s)_____

Description of Strength:____

Provisions That Contribute to This Success:__________________________________

Major Weakness of the School

Cited in Section No._____, Section title____, Page(s)_____

Description of Weakness:____

Recommendations for Improvement:____

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	578	4-12 Music		.40	
	581	4-13 Physical Education		.40	
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For detailed instructions as to materials required for an evaluation see Page 7 of Manual, Section 1.

The National Study of Secondary School Evaluation recommends that a secondary school is best evaluated by making a self-evaluation using the **Evaluative Criteria** and having this self-evaluation checked by a visiting committee.

If no one on the staff has had experience with evaluations using these materials, order a bound copy of **Evaluative Criteria,** Fourth Edition, which contains all of the sections, and examine it before securing the additional materials that will be needed.

Before placing an order for materials for an evaluation, the school should study the savings possible by ordering sets and packages. Because school needs vary widely, only certain sections are prepackaged; but most schools can save money by purchasing separate sections in sets or packages rather than separately. For example, a set of General Area Sections sells at $3.00 rather than at $4.40 if ordered separately. Similarly Section 10 ordered in a package of 10 copies costs $2.00 rather than $4.00 if ordered separately.

A minimum order for an evaluation should be:

1. Two bound copies for reference.
2. Three unbound sets of General Area Sections, 1-11.
3. Two copies of Section 10 for each member of the professional staff.
4. Two copies of each Subject Field Section for those subjects offered by the school.

Use order form on other side